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ABSTRACT

This developmental guide was written to help children and teachers gain an understanding and respect for all ethnic groups and learn to appreciate the strengths inherent in their differences as well as in their similarities. The introductory lessons deal with the total child: first helping him to gain a better insight into himself, then studying the child's family and his role in it, expanding to other groups to which he belongs including the cultural group of which he is a member. Remaining sections of the guide are devoted to a study of specific minority groups--American Indian, black American, Asian American, Mexican American--from the standpoint of their social organizations, including the family, its customs and traditions; the social history of the group in America; and its contributions to American society. These sections may be used separately or comparatively. All of the lessons are designed in a flexible manner for use at any elementary grade level. Each lesson provides objectives, activities, and resource materials. The appendix includes recipes; charts for identifying food peculiar to each group; Indian words, names, and designs; and a Chinese Zodiac.
(Author/JH)

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MULTI-ETHNIC GUIDE

AN INTRODUCTION

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PASADENA UNIFIED SCHOOL DISTRICT
Pasadena, California

ED 092449

MULTI-ETHNIC GUIDE

AN INTRODUCTION

WORKING DRAFT

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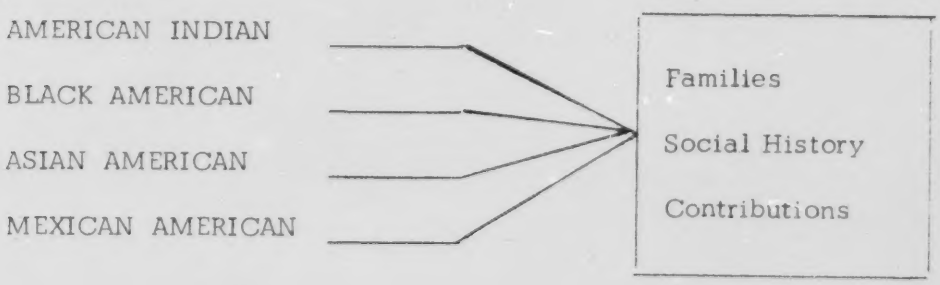
Pasadena, California

1972

A DEVELOPMENTAL GUIDE

In our ever-changing society there is much need for understanding of both ourselves and others. As our communities change, we find ourselves relating to people whose backgrounds differ from our own--both culturally and socio-economically. To help children and teachers to meet the challenge of our integrated community, this developmental guide has been written. It is hoped that through the use of the activities suggested here, we will gain an understanding and respect for all ethnic groups and learn to appreciate the strengths inherent in their differences as well as in their similarities.

The introductory lessons deal with the total child: first helping him to gain a better insight into himself, then a study of the child's family and his role in it, expanding to other groups to which he belongs and finally to the cultural group of which he is a member. The remaining sections of the guide will be devoted to a study of specific minority groups within our community from the standpoint of their social organization--the family, its customs and traditions; the social history of this group in America; and finally, its contributions to American society. These sections may be used as separate sections or sections may be used for a comparative study of families in each group or of contributions of each group.



The introductory lessons as well as the lessons about ethnic minorities are designed to be used by the teacher in as flexible a manner as possible. The activities or projects may be used at any grade level with the teacher selecting those which are most suitable for his purpose. The concepts and activities have been related to the new State Social Studies Framework and textbooks, and may be integrated into the existing social studies program or may be used to supplement and strengthen it.

This resource guide represents a developmental stage of work. Teachers are encouraged to assist with its revision and expansion by sending questions, comments, corrections or additions to:

Mrs. Mary Kepler
Elementary Curriculum
Social Science Development

ACKNOWLEDGEMENT

Many individuals have worked to produce this guide under the leadership of Mrs. Mary Kepler, Teacher Specialist. It is organized in segments to be used with flexibility by teachers in the district. Acknowledgement is made to the following teachers for the development and organization of the segments of the guide:

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CONCEPTS

1. Interaction of culture with environment results in distinctive individual patterns of behavior within ethnic groups and in distinctive patterns for the total ethnic group.

2. Interaction of many different groups creates a culturally diverse society.

3. Ethnic minority groups have made valuable and lasting contributions to American society.

4. Creative and artistic expressions of every ethnic group serve as indicators of cultural values and as products of individuality and creativity.

5. Acceptance of and pride in the cultural traits that are a part of himself are essential for an individual's successful adjustment to life in a majority society.

6. An understanding and acceptance of other people creates a more productive multi-cultural society.

TEACHER BACKGROUND

In a culturally diverse community, children of all cultures need to develop and maintain pride in their own and other cultural backgrounds. Teachers in primary and elementary schools in Pasadena have an academic challenge and social responsibility to provide for that need. The objectives and activities in this guide have been developed to help teachers in the implementation of a multi-ethnic social science curriculum that will meet such a challenge and responsibility.

It is recognized that a wide background in world cultures, both past and present, is necessary to teach effectively a multi-ethnic social studies program. Consequently, it is suggested that teachers use the books listed here as resource for information about the cultural backgrounds and experiences of the ethnic groups included in the guide. The list is a select one, chosen as a beginning rather than a complete bibliography.

AMERICAN INDIAN

Brophy, William and Aberle, Sophie, The Indian, America's Unfinished Business

Forbes, Jack, The Indian in America's Past

Steiner, Stan, The New Indian

ASIAN AMERICAN

Heizer, Robert and Almquist, Alan, The Other Californians

Kitano, Harry, Japanese Americans

Leathers, Noel, The Japanese American

Ritter, Dr. Ed; Ritter, Helen; Spector, Dr. Stanley, Our Oriental Americans

Stevens, Larry, Chinese Americans, A Brief History

TEACHER BACKGROUND (continued)

BLACK AMERICAN

Burke, Fred, Selected Africa Reading

Drotning, Phillys T., A Guide to Negro History in America

Toppin, Edgar A., Blacks in America: Then and Now

MEXICAN AMERICAN

Grant, Clara Louise and Watson, Jane Werner, Mexico, Land of the Plumed Serpent

Landes, Ruth, Latin Americans of the Southwest

MacWilliams, Carey, North from Mexico

Steiner, Stan, Chicano

Strode, Hudson, Timeless Mexico

TABLE OF CONTENTS

	Page
WHO AM I?	1
Objectives	2
Activities	3
Audio Visual Materials	7
A FAMILY IS	9
Objectives	10
Activities	11
Audio Visual Materials	15
GROUPS WHERE I BELONG	17
Objectives	19
Activities	21
Audio Visual Materials	27
WHAT IS CULTURE?	29
Objectives	30
Activities	31
Audio Visual Materials	37
BIBLIOGRAPHY	39
AMERICAN INDIAN	41
Families and Customs	43
Social History	55
Contributions	67

Table of Contents (continued) Page

ASIAN AMERICAN 75

Families and Customs 77

Social History 91

Contributions 101

BLACK AMERICAN 109

Families and Customs 111

Social History 123

Contributions 129

MEXICAN AMERICAN 135

Families and Customs 137

Social History 145

Contributions 155

APPENDIX 161

Food Charts 163

Indian Words 167

Indian Fairs and Pow-wows 168

Indian Names 169

Indian Designs 170

Indian Recipes 171

Pueblo Oven 173

Rice Legend 175

Asian Recipes 176

Chinese Zodiac 179

Lemon Taffy 180

Mexican Chocolate 181

WHO AM I?

Everyone from childhood to adulthood is interested in who he is and what he sees about himself in the reflection of others. This starts with the reaction of the family to a new baby and continues as the child matures and establishes relationships with his peers and with other adults.

The recognition and acceptance of differences in one's own self is an important step in the recognition and acceptance of differences in others. Our individual uniqueness provides us with a common bond - we are all alike in that we are all different. But no two people, in spite of all their resemblances, are exactly alike. Our chromosomes determine our physical appearance, our limits of size, the shape of our features, whether we are to be male or female, light-skinned or dark-skinned, blue or brown eyed, blond or red-haired.

Notwithstanding all of our individual differences, the essential physical features of all people are the same. All have the same number of arms, legs, and eyes. All have the same body systems. All belong to the same species, Homo Sapiens.

Since both heredity and environment help to form us, we vary from each other not only in our physical characteristics but also in our cultural traits which we have learned from our family and other members of our society. Each child needs as much opportunity as possible to learn as much about himself as he can grasp. He is fascinated by those characteristics which he shares with his parents and other members of his family. He needs to discover ways that he is like and unlike others -- to discover those characteristics which will

remain constant. He needs to understand that no one type of person is superior to another -- no one head shape is better than another -- that no particular eye color insures happiness -- that each person has to develop his own abilities and yet retain his own individuality -- to be accepting of his own uniqueness and equally accepting of the uniqueness of others. Who am I; who are you?

OBJECTIVES

- To become aware that there are likenesses and differences in human features and begin to appreciate individual differences.
- To foster greater acceptance of inherited traits in oneself and others.
- To become aware that the way we look at ourselves - our self image - affects the way we behave.

ACTIVITIES FOR WHO AM I?

1. Make a puzzle of various parts of the human body and see if the children can assemble it correctly. (Magazine pictures can be used)

2. Paint or draw a self-portrait using a mirror after first:
   1. Sharing photographs of each other.
   2. Studying self-portraits of famous artists.
   3. Playing a game where several children leave the room and a child describes the facial characteristics of one of those who has left while the others try to guess who it is.

3. Describe a friend or classmate using physical traits. Then describe him without using his physical appearance in the description.

4. List some of your own physical traits and compare them with those of other classmates.

5. Write an autobiography using no names but using descriptions of your physical appearance, interests and other unique individual characteristics. May be written in riddle form and used for bulletin board display.

6. List or make a chart of the traits that you would have liked to inherit from your parents or grandparents if you had had a choice.

7. Make a bulletin board - "WE WERE ALL BABIES" by using photographs and writing captions for them.

8. Bring in information on birth length and weight. Compare with present physical characteristics. Project as to how each person might look as an adult.

9. Compare personal achievements and skills with others in class. Make a survey of who can:

   1. Make a sandwich
   2. Sew on a button
   3. Tie shoelaces, etc.

10. Explore the concept of which grows faster- your body or your mind. Can your mind grow from one minute to the next? Has your mind grown from the time you were in kindergarten? What are some things you know now that you didn't know then?

11. Fill out a questionnaire about yourself that you develop with other members of your class.

    Sample:
    1. I am the son or daughter of _____.
    2. I am the brother or sister of _____.
    3. I am the niece or nephew of _____.
    4. I am the cousin of _____.
    5. My special friends are _____.
    6. After school I play with _____.

12. Discuss "Am I different from other people? Should each person be different from all other people?"

13. Make and wear identical face masks. Exchange seats and role play the type of situation which would occur.

14. Make a chart:

"We Are Different From Others"	"We Are Different From Our Family"
Homes	Name
Jobs of your family	Birthday
Church	Size
Race	Likes and dislikes
	Habits

15. Find pictures of your favorite food, a pet you would like to own, a car you would like your family to have and an object showing your favorite color.

Compare your pictures with other students'.

Why weren't all the selections alike?

What would it be like if we were all the same?

16. Prepare a Chart or make a list based on the themes:

Things I Know, Things I Value, Things I Can Do.

17. Discuss the concept that people around us are like mirrors, that they shape our self-image. What might be an example of behavior which might make a person feel unhappy with himself? Discuss the idea that you tend to behave according to your self-imaged and that you live up to others' expectations of you.

18. Discuss the difference between a physical trait and a cultural trait. See if you can correctly identify physical and cultural traits from the following list:

1. eye color	5. cut of hair	9. kind of houses we live in
2. dress	6. skin color	10. kind of money we use
3. hair color	7. accent	11. kind of foods we eat
4. shape of nose	8. language	

19. Prepare a chart of the principal races and sub races of the world. Use either 3 racial groups of Mongoloid, Caucasoid and Negroid or geographical racial groups of American Indian, Australian, Asian, European, Indian, Melanesian, Micronesian, Polynesian, and African.

20. Identify geographical races on map of the world.

21. Read "Story of Skin Color: Red Man, White Man, African Chief" by Marguerite Lerner or Straight Hair, Curly Hair by Goldin or Look at Your Eyes by Paul Showers or Your Skin and Mine by Paul Showers.

22. Discuss how melanin in our skin is responsible for the color range of the human race.

Experiment with brown food coloring and water to learn that people come in many shades of color . . . that we are all various shades of brown.

Compare arm colors with white, yellow, brown and black colored papers.

WHO AM I?

FILMS

		Minutes
SD 04040	Movement Exploration - What Am I?	11
SD 00156	Let's Play - Matching Up	4
SD 00140	Let's See - Hands Grow Up	6
SD 00844	The String Bean	17
SD 00706	Yours, Mine, Ours	11
SD 00028	A Mask for Me, A Mask for You	16
SD 02412	Human and Animal Beginnings	13
SD 00034	Growing Up, Growing Older	8

FILMSTRIPS

R 613-14	Your Body and You
R 173.7-11	Growing Up
LP 398-65	Just Me and Peter's Chair

STUDY PRINTS

		Prints
W 372.6-2	Growing Is --	13
W 611.7-1	Human Skin	
MW 157-1	Moods and Emotions	8
MW 411-2	Black ABC's	26
W 153-1	Who Am I? (+ Study Guide)	12

TRANSPARENCIES

VL 412-1	About My Classmates and Me
VL 616.5-1	Cross Section of Skin
VL 616.5-2	Skin

TEXTBOOKS

Harcourt, Brace, Jovanovich

The Social Sciences Concepts and Values	Blue	Level One
The Social Sciences Concepts and Values	Red	Level Two
The Social Sciences Concepts and Values	Green	Level Three
The Social Sciences Concepts and Values	Orange	Level Four

Leswing Communications

Voices of Life — Book Two

*WHO AM I ?

FILMS

	Minutes
New Girl	6
The Fight	6
Integrity	6
People	11
Only Benjy Knows-Should He Tell	4
Late for Dinner	
The Report Card	10

FILMSTRIPS

Who Do You Think You Are?	3 fs
You Got Mad, Are You Glad?	2 fs

STUDY PRINTS

Concepts and Values Set:

	Prints
Learning	5
Growing	5
Needs	5

*New acquisitions - Available at District A/V Library.

A FAMILY IS ---

What is a family? It is warmth, support, love, responsibility. It is the prime socializing force of our society and the main group from which we learn about ourselves. It is here that we learn to walk, to talk, to play and to work. From our family we learn what it means to love and to be loved and what roles we are expected to assume in our society.

A family's structure may vary from a traditional two-parent family with one or more children to a one parent family or a family where the only adults are grandparents or relatives other than the mother or father. But despite these differences, a family still forms a household unit with members who develop strong feelings and attachments for each other.

The family is the first place where we develop our attitudes toward our emotions with each family member learning to respect the feelings of every other member. It is here that our self-image develops. Family members are the first people a child gets to know and they are the people he sees most often in the first years of his life. From them he learns to think of himself as lovable or unlovable, skillful or unskillful. Parents, grandparents, brothers and sisters help in the development of this self-image.

A family provides the first feeling of security for a child. He gets it from loving them and being loved by them. He attaches himself to his family because they love and protect him. It is with these feelings of security that he is able to branch out into new activities and new situations without being fearful. He knows his strengths and his abilities and is confident that he can take care of

himself. He knows that there is always a place in his family waiting for him upon his return, that this special love and respect reserved for him will not be given to anyone else.

A family helps its members to do things for themselves. Mothers, fathers, and children can teach each other new skills and attitudes and encourage each other to try new tasks. Each is responsible for helping the other to be a successful human being.

Families are seldom ideal. Only on TV do the mother and father never lose their tempers, always appear perfectly groomed, never have money problems, live in homes or apartments with lovely spacious rooms, and never have difficulties that cannot be solved within 30 minutes or an hour. Real families cannot always expect each other to be wise, polite, pleasant and tactful. A big part of family life is putting up with and forgiving the mistakes and failures of others - learning to accept and love each other for what we really are and not for what we would like each other to be.

OBJECTIVES

- To determine if a child sees himself as a family group member.
- To help a child to see basic similarities and differences in families.
- To help him better understand and accept his family structure -- its activities, responsibilities and attitudes.
- To learn and understand the interdependence of members of a family.
- To interpret the concepts of family.

ACTIVITIES FOR "A FAMILY IS ---"

1. Prepare a bulletin board showing everyone's ideas of families. It might be captioned, "A FAMILY IS TO ---" (work together, play together, etc.)

2. List the things that families do together - how they help each other, how they have fun together, etc.

3. Pantomime something that your family does together: celebrating a holiday or a birthday, eating dinner, going on an outing, etc. Discuss why the family does it. (Use "People in Action", Level B, #1)

4. Draw or paint something that you do with your family every day. (Use "People in Action", Level B, #1)

5. Draw the people who live with you. Discuss how families may differ in size. How may your family change in size? (Use "People in Action", Level D, #1)

6. Make a chart showing who the grown-up members of your family are. List the things that they do for the children of your family.

7. Make stick figure sketches showing some different family patterns ie: one parent only, grandparents as only adults, many children, one child.

8. Make puppets for plays about family life.

9. Make a mural of activities of families representing different racial and socio-economic groups.

10. Study and compare pictures of families in different cultures. Discuss how they differ from each other in family members, activities shown, clothing, physical environment, etc.

11. Develop a chart of home activities to show diversity of family customs. (Use pictures as headings to show activities of different family members.)

12. Role play or pantomime a skill learned at home. Discuss whether all families would teach the same things.

13. Role play how an older child might teach a younger child in the family. Evaluate the situation.

14. Role play a situation where a family member does not assume his share of the responsibilities. To whom does the work fall? Prove that family members are interdependent. (Use "People in Action", Level B, #2,4,&5; Level C, #3)

15. Which of these groups do you belong to or could you belong to, at some time in your life? In your community what are the roles of people in these groups?

fathers	brothers
daughters	mothers
grandmothers	sons

16. Do you have an older brother or sister?

What activities are part of their roles?

Are their roles different from yours? Why?

Can you predict changes in your roles in the next few years? What is your evidence?

17. How are you different from your brothers and sisters? How can your parents show that they recognize and respect the differences which exist among their children?

18. What are ways in which you can show that you recognize and respect the feelings of someone in your family? How could you show this understanding if your mother was tired at the end of a long day? (Use "People in Action ", Level B, #2 & 4; Level C, #3)

19. What kinds of things do you and your family value? Do you and your parents value the same things? List them and assign points in order of importance.

20. Investigate to find out what values your grandparents have. Do they ever want you to do something in an "old" way? Role play this type of situation.

21. What happens if people who are important to you don't share your values? (Teacher can reward messy desks, give gold stars to someone who talks while others are talking, have all children whose names begin with

certain letters sit on floor. Discuss how children feel when teacher doesn't share their values anymore.) (Use "People in Action", Level E, #8)

22. Make a Family Book

1. Draw a picture of yourself.
2. Draw a picture of your family group.
3. Draw a picture of your house - the street that you live on.
4. Draw pictures of your family at work and at play.
5. Draw a picture showing customs observed in your family.
6. Show something in your environment that you use and enjoy.

A FAMILY IS--

FILMS

		Minutes
SD 00830	Korochan, Little Bear (B & W)	11
SD 00098	What Will Linda Do?	6
SD 00096	What Will Skip Do?	6
SD 00090	What Will Christy Do?	6
SD 00104	A Very Special Day	19
SD 00946	My Mother, the Most Beautiful Woman in the World	9
SD 04854	Two Knots on a Counting Rope	9
SD 00164	Fathers, What They Do	10
SD 00162	Mothers, What They Do	11
SD 03388	Grandmother Makes Bread (B & W)	11
SD 04848	Boy of the Seminoles	11
SD 04908	Mexican Boy - Story of Pablo	22
SD 02538	Thread of Life	60

FILMSTRIPS

LP 301.42-1	Robert's Family at Home Robert's Family and Their Neighbors
LP 301.42-2	Robert and His Father Visit the Zoo
R 173.7-6	Our Family to the Rescue
R 173.7-7	Family Fun
R 173.7-8	Keeping Busy
R 173.7-10	Brothers and Sisters
R 173.7-11	Growing Up
LP 301.42-3	Living With Your Family
LP 301.45-2	Children of the Inner City

STUDY PRINTS

		Prints
W 372.6-4	A Family Is	13
MW 643-22	A Family at Work and Play	13
SW 643-3	Family Relationships	14
SW 643-27	Home and Community Helpers	12
W 301.42-3	A Family Is-- (+ Study Guide)	11

TRANSPARENCIES

VL 412-2	The Family
VL 412-7	Things We Do and Use Around the House (Part B)

TEXTBOOKS

Harcourt, Brace, Jovanovich

The Social Sciences Concepts and Values	Blue	Level One
The Social Sciences Concepts and Values	Red	Level Two
The Social Sciences Concepts and Values	Green	Level Three
The Social Sciences Concepts and Values	Orange	Level Four

Holt, Rinehart and Winston

People in Action	B
People in Action	C
People in Action	D
People in Action	E

Teachers' Guide for People in Action

Laidlaw Brothers

People at Home
Families and Social Needs

Leswing Communications

Voices of Life	Book One (Voices of Families)
Voices of Life	Book Three (Voices of Man East/West

* A FAMILY IS

FILMS		Minutes
	Families Are Different and Alike	
	Mexico in the 70's - A City Family	18
	Three Families in Different Environments	15
	Family in the Purple House	
	Our Totem is the Raven	
	Black Thumb	
	Grandma Lives in Our House	
	Dad and Me	

FILMSTRIP		
	Families in Action	12 fs
	6 Families in the U. S.	6 fs
	Families of Modern Black Africa	3 fs

STUDY PRINTS		Prints
	Family Life Around the World (with record)	8
	Families	12

*New acquisitions - Available at District A/V Library

GROUPS WHERE I BELONG

Most of our lives are spent with other people -- at home, at school, at work and at play. These people make up the groups we belong to. All of us are members of many different groups at the same time, some by choice, some by birth and some by law. It is through these groups that we become socialized and learn the behavior which society thinks is appropriate.

Groups vary not only in the functions that they perform but also in their criteria for membership. In each group we find certain already established expectations about the behavior which is proper for that group. Group membership of every kind helps to satisfy individual needs. Membership also allows a collection of people to accomplish tasks which could well be beyond the grasp of a single individual.

The members of a group share the characteristics of having common goals, of interacting with each other, of depending upon each other, and of sharing common meanings. Within each group, an individual assumes a specific role as well as the status associated with that role. A person may have a different kind of role in each group to which he belongs. Problems can arise when a person belonging to many groups finds that each requires different behavior of him.

Throughout life as people associate with new and different groups, they continue to learn. The child's initial group experiences occur within his

family. His behavior changes as he becomes a member of a play and a school group and continues to change as his interests expand outward and he takes his place as an adult member of the community.

Sociologists divide the groups to which we belong into primary and secondary groups. Primary groups are close, intimate groups. They are made up of individuals who interact frequently, closely and intensely. The family is a primary group and often a church group or a small, close circle of friends may also be so considered. Secondary groups also modify an individual's behavior but not to the extent a primary group does. The members do not interact as closely and do not know as much about each other's feelings or values. Joining or leaving a secondary group is comparatively easy as memberships in these groups may be only temporary.

At almost any age level, group pressure is practically irresistible. To be a member of a group is almost a basic need -- to have a feeling of belonging somewhere. For this reason group membership is highly prized and learning to "get along" in a group is an important skill to be learned by everyone.

OBJECTIVES

- To perceive that a child may be a member of many groups and that he may contribute to each.

- To understand that all members of a group have common goals and are interdependent.

- To become aware that group membership implies the ability to accept and abide by standards set by the group.

- To become aware that differences and similarities enhance the group.

- To understand that we learn social behavior from the groups with which we interact.

- To become aware that an individual's behavior is influenced by the groups to which he belongs.

ACTIVITIES FOR GROUPS WHERE I BELONG

1. How many things did you do yesterday with someone else? How many of these activities could you have done by yourself?

2. Draw pictures showing people who are a group and give reasons that make the people a group.

3. Discuss and then make a chart of members of your
   1. family group 2. school group 3. play group

4. Extend the membership in a group concept by listing groups that other members of your family belong to in addition to the family group.

5. Divide your class into groups and have each group list 3 activities that the members of the group enjoy the most. Compare the lists to see how groups are alike and how they are different.

6. Choose your play or school or family group and make a record of the services performed by each member of the group.

7. Divide your class in groups, asking each group to select a play or work activity. Identify: 1. Your purpose in being together.
   2. The rules which each member should follow.

8. Discuss various groups to which each person belongs. Review what a group is and discuss why people belong to specific groups.

   1. Make lists of groups with all members of that group signing their names on the same sheet of paper. (boy or girl, Boys or Girls Club, cultural groups, etc.)
   2. Guess which group people belong to as children's names are called from each list and they come up to the front of the room.

9. Paint pictures or make movie rolls of the different groups you belong to.

10. Discuss concepts that people in groups follow certain rules and that members of a group share in a group's activities.
    (Use "People in Action", Level A, #6; Level C, #7)

11. After identifying the groups that each person belongs to discuss:

    1. How the members work together.
    2. What the group tries to do.
    3. What rules members must follow.
    4. How members feel about the group.

12. Make up a story about a boy who belonged to no group at all and what happened when he became part of a group.

13. Discuss why people belong to groups. List the reasons, What are some groups that you cannot join? How does it feel to want to belong to a group that you can't join? What feelings might cause a person to no longer want to belong to a particular group ?

14. Look through magazines to find and collect pictures showing group activities. Discuss the groups shown in each picture as to their members and their purpose.

15. Sing songs about people doing things together. You may want to write poems about working or playing together.

16. By using study prints of groups of people, identify which prints show real groups according to the following criteria:

    a. members of the group share common goals

    b. members of the group interact

    c. members of the group are interdependent

    d. members of the group share meanings

17. What are the differences between a group and a crowd? Discuss and list the reason why people form groups. Give examples of some groups which are formed for different reasons.

18. List the groups that you belong to. Will you always be a member of each group? How did you become a member of each group? What new groups might you join?

19. Draw cartoons of yourself in different roles or choose a famous person and show his roles in the various groups that he belongs to.

20. Investigate the role that we play in our society by first defining "a society". What do all societies have in common?

21. Make a list of the primary and secondary groups that you belong to.

    1. Name your role or status in each group.

       Does it change from group to group?

    2. Name some norms or skills you've learned from each group.

22. Make a list of groups you see in school today. (teachers, students, safeties, student council, etc.)

    1. What is their purpose?

    2. Which have more responsibility?

    3. Which have more power?

    4. What roles do group members play?

    5. Who are the leaders?

    6. Rank groups according to status.

    7. Do any of the groups depend upon other groups?

    8. Make a bulletin board showing the groups, their members and their status and their dependence upon each other.

23. Using newspaper front pages, identify groups mentioned in articles. Which groups are interdependent? Why?

24. Questionnaire

    1. How does it feel to be in a group?

    2. How can you tell if you are a member of a group?

    3. What happends to a new group member? Why?

    4. Who needs groups anyhow? What can they do that an individual can't do better?

25. Use your local newspaper and list all the groups whose meetings are announced. Classify them by what they do or by who belongs to them.

26. Investigate why people form groups that deliberately exclude other people.

27. Have several parents who are members of volunteer groups come to the class to share information about the goals, norms and values of the group.

28. Debate the proposition that all groups in a democracy should be free to do anything they please.

29. Interview an adult to find out about the groups he belongs to, how often they meet, their activities and purpose and his reason for joining.

30. Role play a situation where two club members in charge of new membership talk about a boy who thinks he might want to become a member. What questions might they ask each other?

31. Observe a group in your school or your community. Record the following information about it.

1. How many members are there in it?
2. Are there boys and girls in the group?
3. Do all members of the group take part in the activities all of the time or do some of them watch sometimes?
4. What are the roles within the group? Is there a leader?
5. Does each boy or girl have the same role or are they subject to change?
6. What purposes does the group share?
7. What meanings does the group share?

GROUPS WHERE I BELONG

FILMS

		Minutes
SD 00130	Let's Do - Follow Me	5
SD 00124	Let's Talk - Me Too	3
SD 00706	Yours, Mine, and Ours	11
SD 00112	Working with Others	10
SD 04030	Let's Have a Parade	10
SD 00032	How to Solve a Problem	12
SD 00044	School Problems, Getting Along with Others	10
SD 00488	Cities and Recreation	8
SD 00112	Working with Others	10

FILMSTRIPS

R 137-20	Jack Joins the Team
R 170-5	New Classmates

STUDY PRINTS

		Prints
W 301.43-1	Groups Where I Belong (+ Study Guide)	14
SW 301-1	Social Development	12

TEXTBOOKS

Harcourt, Brace, Jovanovich

The Social Sciences Concepts and Values	Blue	Level One
The Social Sciences Concepts and Values	Red	Level Two
The Social Sciences Concepts and Values	Green	Level Three
The Social Sciences Concepts and Values	Orange	Level Four

* GROUPS WHERE I BELONG

FILMS		Minutes
	The Fight	6
	The Game	6
	The Lunch Money	6
	The Project	6
	How Friends are Made	
	Who Needs You	
	Is It Always Right to be Right	
FILMSTRIPS		
	Guess Who's in a Group	3 fs
STUDY PRINTS		Prints
	Concepts and Values Set:	
	Rules	5
	Helping	5

*New acquisitions - Available at District A/V Library

WHAT IS CULTURE?

Culture is the way of life of a people. It is everything that a man learns to be, do, think and feel as a member of his society and which can be passed on to his children. It is the unique way in which these people have adapted to their environment.

All cultures have similar components: their means of securing food, shelter and clothing, their way of educating their members, their language and their beliefs. The family is the prime transmitter of this culture but other groups within the community such as the school, the church and a child's peer group may assume or supplement that role.

Physical anthropologists classify people into racial groups according to physical traits. Cultural anthropologists classify people into cultural groups according to traits they have learned. The members of a racial group do not share all of the same physical traits nor do all the people of a culture share all the same cultural traits.

Within one culture different families show varying life styles depending on their social and economic levels. Often, too, one or more sub-cultures may exist within a larger one. Although people learn the forms of culture in which they are born, they are capable of learning other forms. This may come about through new needs reflecting a change to a new environment or a change within the environment itself. This may occur with the intrusion of a new cultural group or a change in the physical features or aspects of the environment. So, although a person's inherited physical traits are not usually subject to change, his cultural traits are.

As our community is made up of many different cultural groups, it is important that we come to know and understand the backgrounds and contributions of each of these groups and their role in our society. Only when we can accept and respect the culture of other groups can we really accept and respect our own cultural background seeing that it is not superior or inferior to others - but appreciating and understanding its similarity to backgrounds of other groups as well as its differences. We need to realize that no culture remains fixed and unchanging but rather is constantly assuming new aspects and new elements as it comes into contact with other cultural groups within our multi-racial and multi-ethnic society. In all cultures there is a blending of both the old and the new.

OBJECTIVES

- To become aware that we learn about our cultural heritage in many ways - but primarily from our family.
- To become aware of the ways in which a cultural group may be identified - (physical characteristics, cultural traits).
- To develop a sense of acceptance of the cultural traits of each child.
- To develop and promote interaction among children of varying cultural backgrounds.
- To learn more about the many facets of life in our multi-cultural world.
- To become aware that different cultures have common cultural components despite their different cultural forms.

ACTIVITIES FOR WHAT IS CULTURE?

1. Write a complete description of the physical traits of an Eskimo. Try to describe, not label.

2. List the different ways in which we greet people (friends, teachers, grandparents, etc.)

3. What 5 ways that you behave have you learned from people around you?

TRAIT	How Learned	Where Learned	From Whom

4. Make a bulletin board of OUR CULTURAL TRAITS.

5. Write a poem or short story or draw pictures to show traits that can be changed easily and those that cannot.

6. List tasks that a child in another culture could to that we could not. Then find tasks that we can do and that would be difficult for them.

7. Write a song or poem that grown-ups in our culture might sing to explain what you will need to know as you grow up (work to do, how to drive, how to be good parents).

8. Make a time-line of your life by years.

Birth
Date 1 2 3 4 5 6 7 8 Today

Show at which ages you learn the cultural traits of dressing yourself, eating with utensils, etc.

9. Compose a song or poem about what adults in our culture do.

10. Learn about the work which a cultural anthropologist does. Investigate and compare two or more cultures through their cultural components.

Food	Tools	Beliefs
Shelter	Music - dance	Social order
Clothing	Arts - Crafts	Norms of behavior
	Training of children	

11. Given a specific type of physical environment, what culture might develop? Have each group choose a different island environment ie: (climate, plants and animals, physical features, availability of fresh water, etc.)

12. Discuss whether or not cultural traits can be inherited through the chromosomes. Do research about scientists who have experimented with this theory, such as the Russian scientist Lysenko.

13. Discuss which traits are most important, physical or cultural. Do you like people for their physical traits or because of their cultural traits? Which traits cause you to dislike people?

14. America has been called a culture of sub-cultures. Why? How many cultural groups can you name that make up our community? Our country?

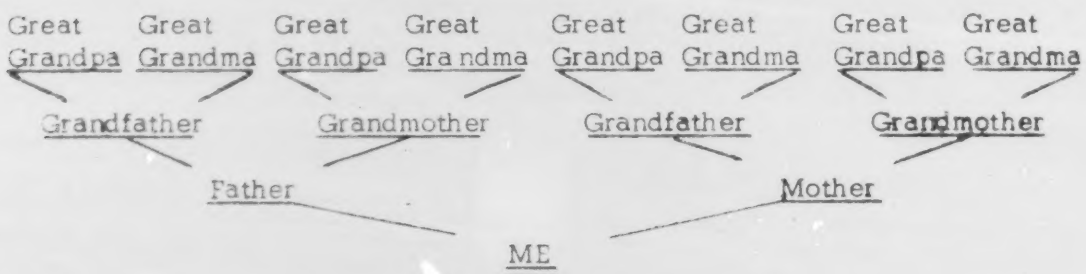
15. What traits may help a sub-culture adapt to the American social environment? What traits make it harder for them?

Easier	Harder
1. Traditional occupations	1. Language
2. Value placed on education	2. Color
3. Achievement	3. Dress
	4. Group Exclusiveness

16. New Americans often live in neighborhoods where many people from their old country live. Why do you think they settle in such neighborhoods? Write a poem or draw a picture about feeling strange in a new place. (Use "People in Action", Level A, #7; Level D, #6)

17. Why might people leave their family and friends? Why might they leave a place where they speak the language and know the cultural traits?

18. Make an ancestry or kinship chart with names of countries rather than names of people.



19. Take a poll of people you know to find out:

    1. Do grandparents live with your family?
    2. Do any other relatives live with you?
    3. Do you live in the same town as your grandparents?
    4. If not, how many different places do they and other relatives live in?
    5. How often has your family moved since you were born?

20. Discuss advantages and disadvantages of being a member of a kinship group where grandparents or other family members may live in the same house as you, your parents and brothers or sisters do.

21. Make a list of nations represented by the ancestry of children in the class.

    1. Let children share heirlooms or artifacts from home that represent their cultural background.
    2. Have child make a chart of ancestral lineage - have children research details of lives of parents and grandparents.

22. Discuss with children a foreign dish their family enjoys. Determine if food is part of cultural background or has been taken from a friend or from a recipe in a book or magazine. (Use "People in Action", Level B, #3; Level C, #2; Level E, #4)

23. Discuss and role play how people in different cultures may observe the same custom in different ways ie: meeting someone for first time, entertaining a guest in their home, etc.

24. Collect pictures of children and families in foreign cultures. Discuss variety of skills children in different cultures will learn. Compare with our own.

25. What ceremonies or celebrations are traditional in our culture? In other cultural groups both in our society and in other societies? What meanings and values do we share when we participate in them? (Use "People in Action", Level D, #3; Level E, #3)

26. Choose a holiday and find out the culture from which it came. Does the holiday influence people from that culture? Where did the traditions of the holiday come from? Perform a skit showing customs associated with specific holidays.

27. Why do people take on a new holiday which is not part of their family or cultural group? Do you believe it is right for these holidays to be celebrated by people who are not members of the group to which the holiday belongs?

28. Investigate the statement - "In all cultures, there is a blending of old and new."

29. When you grow up, what would you like to change in your culture? Why? What would you like to keep? Why?

30. What are some cultural traits that you are taught in each subject or activity in school?

(ie: Language Arts - Language - how to help people understand your idea - how to understand somebody else/s ideas

Math, P.E., Lunch, Classroom

31. Analyze a culture by its components, making group or individual charts.

Components

1. Food
2. Shelter
3. Clothing
4. Tools
5. Music - Dance
6. Arts - Crafts
7. Beliefs
8. Social order
9. Norms of behavior
10. Training of children

WHAT IS CULTURE?

FILMS

		Minutes
SD 00848	The Wave - A Japanese Folk Tale	9
SD 05248	Festival in Solvang	16
SD 00212	Brotherhood of Man	10
SD 04174	Why the Sun and Moon Live in the Sky	7
SD 04910	Mexico - Changing World of Carlos Flores	18
SD 04834	Navajo - A People Between Two Worlds	18
SD 04848	Boy of the Seminoles	11
SD 04792	African Girl	11
SD 04826	The Peaceful Ones	12
SD 01656	Climate and the World We Live In	13
SD 00176	Different Kind of Neighborhood	21
SD 04776	Morocco - Chaoui Faces the Future	20
SD 05152	People Along the Mississippi (B & W)	22
SD 05332	Peru - Filiberto of the High Valley	18
SD 05344	Venezuela - Mario's Journey	21
SD 04724	Southeast Asia - Lands of People	13
SD 04708	Iran - Between Two Worlds	14
SD 04700	India, Ramu of Ganapatty St.	21

FILMSTRIPS

LP 970.1-6	American Indian Growing Up	
R 955-2	How Johnny Shah Lives in Iran	
R 959.3-2	How Prapan Lives in Thailand	
LP 301.45-2	Children of the Inner City	6FS Three records and Guide

STUDY PRINTS

		Prints
MW 649.6-2	Children Around the World	12
MW 960-4	Children of Africa	8
MW 973-34	Children of North America	8
MW 950-2	Children of Asia	8
MW 980-6	Children of South America	8
MW 990-1	Children of Australia and Pacific Islands	8
MW 649.6-1	Children of America	8
W 959-1	Viet Nam Children, A Time for Work	
W 301.2-1	What Is Culture? (+ Study Guide)	14

TEXTBOOKS

Harcourt, Brace, Jovanovich

The Social Sciences Concepts and Values	Blue	Level One
The Social Sciences Concepts and Values	Red	Level Two
The Social Sciences Concepts and Values	Green	Level Three
The Social Sciences Concepts and Values	orange	Level Four

Holt, Rinehart and Winston

People in Action	A
People in Action	B
People in Action	C
People in Action	D
People in Action	E

Teachers' Manual for People in Action

Laidlow Brothers

Families and Social Needs
Communities and Social Needs
Regions and Social Needs

Leswing Communications

Voices of Life — Book Three (Voices of Man North/South
Voices of Man East/West)

Voices of Change

Noble and Noble

Patterns of the City

* WHAT IS CULTURE

FILMS	Minutes
West Africa - Two Life Styles	17 1/2
African Craftsmen of the Ashanti	11
Indians in the Americas	18
Grandma Lives in Our House	
Nikko, Boy of Greece	21
Teiva	
Fiji - The Three Legged Stove	
Navajo Silversmith	

FILMSTRIPS	
6 Families in the U. S.	6 fs
Comparative Cultures:	
(Mexico, Japan and Navajo)	6 fs
Children Around the World	12 fs

STUDY PRINTS	Prints
Family Life Around the World (with Record)	8
Concepts and Values Set:	
Chippewa	6
England	6
France	6
Ghana	6
Spain	5
Netherlands	6
People	6
Places	6

*New acquisitions - Availalbe at District A/V Library

BIBLIOGRAPHY

Cohen, Robert, The Color of Man
Random House, New York, 1968.

Goodman, Mary Ellen, Race Awareness in Young Children
Anti-Defamation League of B'nai B'rith
Collier Books, New York, 1968.

Greenberg, Dr. Herbert M., Teaching with Feeling
MacMillan Co., 1969.

Grevious, Saundrah Clark, Teaching Children and Adults to Understand Human and Race Relations
T. S. Denison and Co., Minneapolis, Minn., 1968.

Taba, Hilda, Teaching Strategies for the Culturally Disadvantaged,
Rand McNally, 1966.

AMERICAN INDIAN

TITLE: Families and Customs

OBJECTIVE: Children will recognize customs of celebrating special days in American Indian families.

SUGGESTED ACTIVITIES:

1. Discuss with the children the fact that Indians gather in all parts of the nation to celebrate Indian holidays, fairs, pow-wows etc.

2. Ask the children to relate their own experiences of important family gatherings. Oral or written expression can convey their own experiences. Ask them why it is important that they meet with their entire family. Have them express how they celebrate the special event, i.e. picnic, camping, house party etc.

3. Show the film Indian Pow-wow. Pay particular attention to the activities the Indians are involved with. Make a list of these activities. Have the children compare their activities with those of the Southwest Indian tribes.

   Stress the fact that Indian fairs are a time of worship and for sacred customs. The people of the tribe chant songs of their forefathers, and perform ancient dances. As they sing the songs it makes them feel strong and safe. Some Indian holidays are very private, and others are open to tourists.

4. Show the film The Fair. Compare the fair with the Indian Pow-wow. Compare and contrast similarities and differences. Which one is more personalized?

5. Read to the class Indian Festivals by Paul Showers. Discuss the Green Corn Celebration of the Seminole Indians in early July. Stress that the Indians meet in the Everglades in Florida, gather corn and camp out. For a week there is dancing around the campfire. The dances are important because they imitate the movement of birds and animals. The Seminoles do the Buffalo, Chicken, Alligator and Catfish dance. The all important Green Corn Dance is meant to keep the tribe strong during the coming year.

   - Have the children make up a dance imitating certain animals and birds. Ask them to think about a theme for their dance and why they chose a particular animal or bird to imitate.

SUGGESTED ACTIVITIES: (continued)

5. Continued

   - Read about other Indian Festivals.
   - Have the children write their own Indian festival story.

6. Culminate your Indian Unit with an Indian Pow-wow in class.

   - Set up displays of the childrens' Indian crafts made in class, their written stories etc.
   - Have examples of some Indian foods.
   - Make Indian costumes.
   - Invite the parents (tourists) to the class. Provide them the opportunity to sample some Indian food, i.e. Zuni bread, dried corn, Indian bread, beef jerky, seeds.
   - Have a larger celebration in the school auditorium inviting other classes.

7. Make a large illustrated map of the United States, showing the locations of the following and other festivals.

   See Appendix for Calendar of Selected Indian Ceremonial Fairs.

RESOURCES

FILMS			Minutes
SD	03134	The Fair	11
SD	04822	Indian Pow-wow	12

FILM STRIPS

LP	970.1-7	American Indian - religions
LP	970.1-8	American Indian - arts and culture

BOOKS

Fletcher, Sydney, The American Indians
Parker, Arthur, Indian How Book
Showers, Paul, Indian Festivals
(available at Pasadena Public Library)

TITLE: Families and Customs

OBJECTIVE: Children will learn what part music and games play in the culture of the American Indian.

SUGGESTED ACTIVITIES:

1. Show the film: "Indian Musical Instruments"

   - Discuss the songs and dances performed by various tribes.

   - Make a chart of the different Indian instruments.

2. Construct an Indian drum out of an old coffee can, muslin, string on rope, and shellac.

3. Have the children beat out different rhythmic patterns. Divide the class into small groups and have each group beat out a pattern. (Use drums, sticks and other instruments).

4. Role play a tribal gathering to celebrate a special event. (Honoring an Indian brave, wedding, etc.)

5. Have the children make up their own Indian dance. Use the film: Hupa Indian White Deerskin Dance as a reference.

6. Practice the Indian Corn Husking Dance. (Invite Movement Education Consultant to illustrate the dance).

   - March around circle with corn cob in one hand.

   - Raise both hands and sing invocation. (Children may make up their own invocation).

   - Indian skip twice around circle, corn in hand. (Indian skip a short step left, a short hop left, with a sharp upward raising of right knee. Alternate left and right).

   - Face fire. Four Indian skips in toward center. Four around self to right. Four back. Indian whoop.

   - Backs to fire; repeat the dance above; after "whoop" face fire.

SUGGESTED ACTIVITIES: (continued)

- Odd numbers dance four Indian skips to fire, holding up corn. Bend, offering corn to fire in four beats. Four Indian skips back.

- Even numbers repeat this.

- Sit, husking corn. Throw husks into fire and arise.

- Hold up corn in hand.

- March around circle once and exit.

7. American Indian Ball Race:

Equipment: A ball for each player. (The Indians use a five- or six-inch ball of wood or stone covered with mesquite gum (variation - use a football)

Action: Players engage in a foot race in which children kick the ball ahead of them. A player has not finished the course until both he and the ball are over the goal line.

Touching the ball with hands disqualifies a player.

8. American Indian: Kick the Stick Relay:

Number of players, six or more.

Formation and action: Two teams line up in relay formation at a starting line. In front of each team is a crooked stick about 12 inches long. The first player kicks the stick to the goal and back. The stick must be kicked along the ground, not in the air. The first play leaves the stick in front of the next play on the team. That player repeats the performance. The first team to have all runners complete the course wins. (Use a tree branch).

RESOURCES

FILMS

			Minutes
SD	05230	Hupa Indian White Deerskin Dance	11
SD	04856	Indian Musical Instruments	13
		Indian Dances and Rhythms Physical Education Department, Elementary Division - Pasadena	

STUDY PRINTS

MW	970.1-44	Indian Toys and Games

BOOKS

MacFarland, Ailan, Book of American Indian Games 970.1

McWhirter, Mary Esther, Games Enjoyed by Children Around the World

Dawley, Muriel, American Indian Songs

Fergusson, Erna, Dancing Gods

Mason, Bernard S., Dances and Stories of the American Indian

Glass, Paul, Songs and Stories of the North American Indians

Exploring Music 1. TG.
- Mooki Mooki (Hopi), p. 107
- Grinding Corn (Pueblo), p. 106

Exploring Music 3. TG.
- Canoe Song, p. 33
- Silversmith Song, (Navaho), p. 33
- Navaho Happy Song, p. 34
- Land of the Silver Birch, p. 35
- 'Twas in the Moon of Wintertime, p. 84

Exploring Music 5. TG.
- The Sunrise Song, p. 140
- Sunset Song, 1. 141

Indian Dances and Rhythm - Physical Education Department
Elementary Division
Pasadena Unified School District

RECORDS

LP	970.1-3	North American Indian Songs

TITLE: Families and Customs

OBJECTIVE: Children will identify some special kinds of food enjoyed by American Indian families.

SUGGESTED ACTIVITIES:

1. Discuss foods which were first used by the Indians and which have now become a regular part of our diet such as:

maize	melons
popcorn	berries
carmel corn	wild game
beans	potato yams
peas	tomatoes
squash	wild rice
pumpkin	cocoa
artichokes	maple sugar
sunflower seeds	hominy
nut oils	

2. Learn some of the ways that the Indians prepared these foods and try some Indian recipes for them.

3. Pick one food, set aside a day to share the food with the entire class.

4. Illustrate pictures of the food and label.

5. Have the class/small group prepare a menu for a certain time of day.

6. Prepare a class menu.

7. Plant in your garden at school certain seasonal foods.

8. Collect labels from boxes, cans, etc., that show ingredients of foods that have been g rown by the Indians.

9. Make a collage of foods (Indians).

10. Pick out foods which are starches, fruits, meat, etc. (four food groups) and chart the information. (See appendix for chart).

SUGGESTED ACTIVITIES: (continued)

11. Make a Pueblo Indian oven for baking bread. (See Appendix for directions). Consult Sunset Magazine, August 1971 and July 1972 for additional information.

12. Use an Indian recipe to make your own bread such as Zuñi bread or the Indian fried bread of the Southwest Indians. (See Appendix for recipes).

RESOURCES

STUDY PRINTS			Prints
	970.1-3	Pueblo food, corn	28
K	635-1	Vegetables	34
K	635-4	Vegetables	26
MW	970.1-131	Zuñi pueblo woman baking bread	
MW	970.1-132	Indian woman grinding corn	
	Singer	Indians of the Northwest*	8

EXHIBITS			
E	970.1-15	Agricultural products inherited	8
E	970.1-16	from the American Indians	13
E.	970.1-17	Foods that the American Indians eat	6

*New acquisition - Available at District A-V Library on request.

TITLE: Families and Customs

OBJECTIVE: Children will recognize the family structure of the American Indian culture and how it has affected the role and life style of its members.

SUGGESTED ACTIVITIES:

1. Discuss the social structure of some Indian tribes as reflected in the decision-making hierarchy of:

chief	villagers
nobles	outcasts
councilors	

2. Discuss the traditional roles of men, women, boys, and girls in Indian society.

3. Show exhibits, pictures of men, women, children working together. Have children define the role of each.

4. Role play specific tasks of family members today. Small groups work with their own dialogue. Compare with Indian roles.

5. Pantomine Indian tasks. Have class tell what is going on and the task being performed.

6. Have a Glasser Circle--role play chief, elders, and other members of the tribe. Present a problem for the class. Role play the decision-making process.

7. Illustrate (draw) activities carried out by members of the tribe: arrow-making, pottery, hunting, fishing.

8. Make an instant collage of family tasks of Indians.

9. Research other types of social structure of Indian tribes.

10. Visit the Southwest Museum Indian exhibit.

    - Note the activities performed by the men, women and children of each tribe and the articles associated with each group.

SUGGESTED ACTIVITIES: (continued)

- Make comparative charts to record this information.

- Construct dioramas showing the division of labor within an Indian tribal group.

11. Research and discuss the changing of the traditional roles in Indian society.

- Plan a role playing activity to show these changes.

RESOURCES

FILMS

	Minutes
New Girl* (What Should I Do Series)	6

FILMSTRIPS

R	970.1-18	Indian Boy and Girl
		American Indians and How They Really Lived*
		Family Life Around the World*
		Six Families in the United States*

STUDY PRINTS

			Prints
P	970.1-51	Blackfoot Indians	5
P	970.1-19	Old Men of Blackfoot Tribe	6
P	970.1-65	Bright-eyed Shoshone mother and baby	
SW	970.1-79	Apache Girl	
SW	970.1-104	Indians of yesterday	6
MW	970.1-84	Blackfoot Indian maiden	
MW	970.1-87	Blackfoot Medicine Man	
MW	970.1-88	Proud Blackfoot Brave	
MW	970.1-90	Warrior	
MW	970.1-141	Indian equipment and implements	
MW	970.1-144	Indian children's toys and games	
SW	970.1-120	Indian woman grinding corn	
W	970.1-38	Pueblo mother and child	
P	970.1-65	Indian mother and baby	

BOOKS

Cohen, Robert. Families and Their Needs (Supplementary)
The Color of Man

Moyers, William. Famous Indian Tribes

Wissler, Clark. Indian of the United States

*New acquisition. Available at District A-V Center on request.

TITLE: Social History

OBJECTIVE: Children will learn when and where the American Indians migrated to this country.

SUGGESTED ACTIVITIES:

1. Display a map of the world and discuss the past (last Ice Age). Make a world map showing past ice ages.

2. Pose a problem-solving situation: If we know that the Indians survived on game (hunting), how did the existence of the Ice Age in Asia and Europe affect their survival?

   - Would they need to move to another area, or stay where they were and adapt to a new environment?

   - Relate discussion to the present day. Pose the threat of a new Ice Age to California. What would we do?

3. Find out about the migration of birds, animals, people.

4. Make a chart list of people and animals who migrate.

5. Discuss the migration of Indians from Siberia to North America 20,000 years ago.

6. Provide world map and have children trace route of Indians.

RESOURCES

FILMS

			Minutes
SD	01594	Evidence for the Ice Age	19
SD	01940	Adapting to Changes in Nature	11

MOUNTED PICTURES

			Prints
SW	571-1	Ice Age Man, the First American	9

BOOKS

Stanek, Muriel. How Immigrants Contributed to our Culture. 325.1

TITLE: Social History

OBJECTIVE: Children will learn how the physical environment which was found here by the American Indians affected their adaptation.

TEACHER INFORMATION:

Bison

- Products: Robes, bedding, tepee, rib bones, runners for dog sleds, porous hip bones, paint brushes

Deer

- Skin: Moccasins, thongs, clothing
- Antlers: Tool handles, arrow points
- Bones: Skin, dressings, tools, handles, ornaments
- Hoofs: Glue
- Bladder: Containers

SUGGESTED ACTIVITIES:

1. Children make lists of the kinds of clothing the Indian might have worn.
2. Show pictures of wildlife and tell how part of each animal could have been used for clothing.
3. Make a large illustration of a deer, showing separate parts. Children make a list explaining what each was used for besides food.
4. Show pictures of other animals. Children play a game to see which group can come up with the most ideas for making use of that animal.
5. Illustrate pictures of modern dress. Children try to relate their dress with Indian dress.

SUGGESTED ACTIVITIES: (continued)

6. Role play - Trading Post

   - Display Indian clothing, artifacts, etc.

   - Trader comes in to purchase Indian "wares". Salesman must convince buyer of the usefulness of each piece of clothing and why he should buy it.

7. Save chicken wing and leg bones. String them after they are dried in the sun and sanded. Wear for role playing.

8. Collect rib bones. Use them with tree twigs to make a dog sled.

RESOURCES

FILMS

			Minutes
SD	01946	Animal Habitats	11

FILMSTRIPS

STUDY PRINTS

			Prints
P	590-4	Wild Animals	14
SW	599-26	Bison Herd	
SW	599-31	Bison Family	
SW	599-66	Wild Animals of Pioneer America	8
MW	970.1-148	Indian Clothing	17
W	599-52	Buffalo	
P	970.1-105	American Indian Festival Clothes	

BOOKS

Fisher, Anne. Stories California Indians Told

Hunt, W. Ben. Indian Crafts and Lore

TITLE: Social History

OBJECTIVE: Children will learn how the American Indians related to and used their physical environment.

SUGGESTED ACTIVITIES:

1. Have the children draw nature scenes of forests, mountains, lakes, plains, rivers.

2. Discuss the natural environment as the Indians found it, and its effect on their lives. The Indian life was affected by the physical environment, love of nature, wildlife, weather. Relate how the Indian regarded living creatures as almost human, and the forest as a living thing.

3. Make a chart and compare and contrast what the Indian used from the environment and how we today use our environment in a positive manner.

4. Provide pictures of city life and Indian life. Construct a diorama of Indian life and one of modern city life.

5. Ask the children: Can we adapt to the Indian way of life? Can the Indian adapt to city life?

   - What are some problems facing the Indian living in the city?

6. Discuss how the Indians applied scientific principles in their daily lives.

   - Bring in a flat piece of wood and a pointed stick as implements used to start a fire. Discuss how friction causes heat.

   - Rub other materials together to feel heat produced by rubbing. Discuss that heat produced by friction is enough to make a spark which will ignite kindling.

SUGGESTED ACTIVITIES: (continued)

7. Make a list or construct items used by the Indians that were made from the natural environment and put them into a time capsule for a display.

8. String a necklace using seeds, shells or nuts.

9. Weave a mat or basket from pine needles or grass.

10. Construct a twig sculpture.

RESOURCES

FILMS

			Minutes
SD	01762	Nature's Half Acre	32
SD	01556	Mountains	10
SD	00492	Cities and Shopping	8
SD	00494	Cities and Transportation	8

FILMSTRIP

American Indians of the Southwest*

STUDY PRINTS

			Prints
P	970.1-72	American Indians	12
P	970.1-112	America's First Settlers	2
W	970.1-48	Indians of North America (map)	
W	970.1-48	Indians of North America	

BOOKS

Brandwein, Paul. Concepts in Science. Grade 4 TG

Hunt, Ben. Indian Crafts and Lore

*New acquisition. Available at District A-V Library on request.

TITLE: Social History

OBJECTIVE: Children will learn how the American Indian has reacted to the problems of assimilation which he has encountered because of his different cultural background.

SUGGESTED ACTIVITIES:

1. Discuss the term "reservation" with the children, placing special emphasis on the cultural isolation which the reservation imposes.

2. Discuss "Do we live on a reservation?"

3. Problem-solving situation: "Suppose tomorrow you were told you and your family would have to live on a reservation."

   - Discuss the effects of a move

   - Opposition to/support for

4. Show the film: "Navajo--A People between Two Worlds".

   - Have children discuss film--how Navajo life is similar and different from their own.

   - Write a summary of the film.

5. Role play reservation life.

6. Exchange letters with a pen pal who lives on a reservation.

7. Draw scenes of reservation life.

8. Read Families and Their Needs. Discuss how families rely on basic needs for survival--water, food, shelter, love, togetherness, etc.

SUGGESTED ACTIVITIES: (continued)

9. Show film: "Navajo Silversmith". Have children discuss differences between their community and an Indian community.

   - Discuss how some Indians have been able to preserve traditional ways while still adapting to contemporary life. Use the example of the silversmith.

   - List other traditional Indian skills and show how they have proved valuable in our modern society, i.e., the Mohawks as construction workers on skyscrapers; the Southwestern Indians as firefighters.

10. Have children role play a taped interview with an Indian. Tell about the problems the Indian is facing today. Include reasons.

11. Write a story about an Indian living in the city today.

12. Hear a song by Joan Baez, or "Buffy St. Marie".

   - Listen to the words and discuss their concerns for the American Indian being sung in the songs.

13. Have the children write short poems expressing the Indians' feelings today. (Free verse)

RESOURCES

FILMS

			Minutes
BFA		Three Families in Different Environments*	
EBECQ		Navajo Silversmith*	
SD	04834	Navajo--A People between Two Worlds	18
SD	04842	Warriors at Peace	12
		Our Totem is the Raven	21

FILMSTRIPS

Comparative Cultures - Navajo Earth People*
Navajo Earning a Living*

STUDY PRINTS

P	551.58-19	Reservation	
SW	970.1-141	Navajo Silversmith	
		Indian of the Plains*	(8)
		Indians of the Southwest Today*	(7)

RECORDS

Album - Any Day Now
Vanguard - Joan Baez

BOOKS

Brown, Dee. Bury My Heart at Wounded Knee

Crapanzano, Vincent. The Americanization of the American Indian

Dolch, Edward. Navajo Stories 970.1

Embry, Margaret. My Name is Lion

Josephy, Alvin. The Indian Heritage of America

Miles, Miska. Anne and the Old One

Sandoy, Mari. The Patriot Chiefs: A Chronicle of American Indian Reservations

Wissler, Clark. Indians of the United States

Families and Their Needs - Supplementary Text

*New acquisition. Available at District A-V Library on request.

TITLE: Contributions

OBJECTIVE: Children will learn how the elements of the American Indian culture have become integrated into our society.

SUGGESTED ACTIVITIES:

1. Display examples of Indian crafts, art, clothing.

2. Draw a child's outline figure. Decide what clothes are needed for the figure.

3. Work with clay to make a pottery bowl.

4. Show films on Indian ceremonial dances.

5. Discuss the importance of rain in the Indian religion. Have some children learn a rain dance.

6. Construct totem poles.

   - Make cubes out of construction paper, tag board, or ice cream cartons. Decorate the totem indicating an area such as hunting, fishing, home life, farming, etc.

   - Children chose an area above and work together in groups.

   - Decorate the cubes to indicate the area of study.

   - Have the group write a story to go with the totem.

7. Make macaroni beads on elastic thread or string. Paint with tempera, shellac them.

8. Make bean necklace. Soak beans overnight in water colored with food coloring. Drain on paper toweling. String while damp using needle and thread.

9. Role play trading post and have someone tell a story about the process of making jewelry.

10. Make the eagle dancer ceremonial costume out of butcher paper.

11. Make Indian designs on graph paper. Transfer design to clay jewelry. Paint to resemble turquoise, etc.

RESOURCES

FILMS

			Minutes
SD	04830	Navajo Dances	11
SD	04806	Hopi Indians	11
SD	04812	Hopi Arts and Crafts	10
SD	04810	Pottery making in an Indian pueblo	18
SD	04832	Weavers of the West	13
SD	05272	Totems	14

STUDY PRINTS

			Prints
SW	970.6-2	Keowa Indian Paintings	
MW	970.1-148	Indian clothing	17
MW	970.1-142	Totem poles and canoes	
SW	738-10	Pottery (acoma)	9
	738-11	Pottery (acoma)	9
	738-12	Pottery (Zuni)	13
	738-13	Pottery (Hopi)	10
SW	970.1-96	Silversmith	
SW	970.1-109	Hopi women making a flat basket	
SW	970.6-9	Kachina - masked dancers of the South Southwest	6
MW	745-5	Pueblo Indian bird symbols	

EXHIBITS

M	970.1-22	Indian dolls (white dress)
M	970.1-23	Indian dolls (tan dress)
E	970.1-34	Indian basket of the Second Mesa
E	970.1-38	Indian jar with two handles
E	970.1-42	Indian gourd

RECORDS

PR	970.1-3	Butterfly and Eagle Dances

BOOKS

Hunt, Ben. Indian Crafts and Lore

Roberts, Catherine. Real Crafts. 745 R

TITLE: Contributions

OBJECTIVE: Children will learn how the elements of the American Indian culture have become integrated into our society.

SUGGESTED ACTIVITIES:

1. Discuss borrowed words in American speech.

hominy	succotash
moccasin	tepee
papoose	toboggan
powwow	tomahawk
sachem	totem
sagamore	wampum
squaw	wigwam

2. Make diagrams or pictures that resemble the articles above.

   - Have children play a game to match the word with the picture.

   - Use several Indian words and write a short story.

3. Play word scrabble and see who can come up with Indian names (common and proper)

4. Provide a list of Indian symbols. Have the child duplicate the symbols and explain what they mean.

   - Make a wall mural containing Indian symbols.

5. Consider the use of American Indian symbols and customs by present day youth groups such as: Boy and Girl Scouts, Indian Guides and Maidens, Campfire Girls, etc. Children can find the activities used by these groups that are based on Indian customs. Record them in list or mural form.

SUGGESTED ACTIVITIES: (continued)

6. Make a list of many states which have Indian names.

   - Scramble the letters of each state and see who can be first to unscramble them.

   - Learn the names of highways that were once Indian trails.

   - Learn the names and identify pictures of Indian contributions. Draw pictures of each.

hammock	toboggan
tobacco	snowshoe
canoe	

7. Investigate the uses of medicines discovered by the Indians.

cocaine	arnica
cascara	wintergreen
quinine	

   - Do research on one of the above.

   - Invite a nurse or doctor in to talk about one or all.

RESOURCES

FILMS

			Minutes
SD	04840	How Indians Build Canoes	11

MAP

K 912.73-1 United States Outline

BOOKS

Pine, Tillie and Levine, Joseph. The Indians Knew

Tomkins, William. Universal Indian Sign Language

TITLE: Contributions

OBJECTIVE: Children will learn of the folk tradition in the literature of the American Indian culture.

SUGGESTED ACTIVITIES:

1. Teach or review the meaning of a legend, and how, especially for the Indian, it involved the forces of nature.

   - Make a list of the different forces in nature.
   - Ask the children to tell how the Indian regarded each force in nature.
   - Pay particular attention to the repeated action in legends.
   - Learn that the Indians regarded the number 4 as a sacred number:
     - 4 seasons
     - 4 directions
     - 4 divisions of time
   - Discuss how animals, reptiles or insects were often given the ability to think and speak like humans and to exert almost unlimited physical powers.

2. Read selected legends from Indian Legends of American Scenes and Stories California Indians Told.

3. Have the children write and illustrate their own Indian legends and display them. Tape some of the original legends for use in the Listening-Viewing Center.

4. Role play an Indian legend written by a classmate.

RESOURCES

FILMS

			Minutes
SD	04820	The Loon's Necklace	11
		Legend of the Magic Knives*	11

FILMSTRIPS

American Indians and How They Really Lived*

BOOKS

Fisher, Anne. Stories California Indians Told

Gridley, Marion. Indian Legends of American Scenes. 970.1

*New acquisition. Available at District A-V Library on request.

TITLE: Contributions

OBJECTIVE: Children will trace the background and development of important people in the American Indian community, both contemporary and historical figures.

SUGGESTED ACTIVITIES:

1. Display pictures of the class, grandparents, families, etc. Discuss the ancestral characteristics and background of family pictures.

2. Have children cut pictures of Indians out of old magazines such as the National Geographic. Make an Indian collage.

3. Provide a list of famous American Indians. Have the children do research on one Indian and report orally to the class. This is a partial list.

Joan Baez	Pope
Charles Bender	Marvin Rainwater
Robert Bennet	Allie Reynolds
Cher Bono	Will Rogers
Setting Bull	John Ross
Cochise	Sacajewea
Charles Curtis	Chief Samoset
Charles Eastman	Sequoya
Red Fox	Keely Smith
John Garner	Squanto
Geronimo	Buffy St. Marie
Ira Hayes	Kay Starr
Crazy Horse	Maria Tallchief
Chief Joseph	James Thorpe
Bill Mills	

4. Tape an interview (role play) with a famous Indian chief. Talk about his accomplishments and what he did for his people.

5. Read excerpts from Bury My Heart at Wounded Knee by Dee Brown and have children do a portrait of an Indian which expresses his feelings and concerns for his people.

6. Make campaign posters to dramatize a mock convention for political office. Choose historical or contemporary Indians, i.e., Geronimo vs. Cochise. Posters should convey message of each Indian's contributions.

7. Obtain and display portraits or drawings of famous American Indians and their contributions.

8. Make a library book display of notable Indians and encourage students to read and research any of these people.

9. Make a bulletin board that shows a time line of notable Indians in our culture and their contributions.

10. Appoint individuals or groups to research various Indians who have made contributions to our society.

11. Role play the life story of a notable Indian (preferably a contemporary Indian).

RESOURCES

MOUNTED PICTURES

			Prints
P	970.1-104	American Indian Portraits	10

BOOKS

Brown, Dee. Bury My Heart at Wounded Knee

McAdam, Robert. Play the Games Series

Moyer, John. Famous Indian Chiefs

Moyers, William. Famous Indian Tribes

Life Magazine. Our Indian Heritage. July 2, 1971

ASIAN AMERICAN

TITLE: Families and Customs

OBJECTIVE: Children will recognize customs of celebrating special days in Asian American families.

SUGGESTED ACTIVITIES:

1. Find out about some of the traditional celebrations of the people of China such as:

   - the Spring Festival
   - the Harvest Moon Festival
   - the Dragon Boat Festival

   (Read The Chinese Ink Stick)

   and of Japan such as:

   - the Star Festival
   - the Moon Festival
   - Feast of Lanterns
   - New Year's celebration
   - make an "instant" mural showing the most important parts of these celebrations

2. Plan a Chinese New Year's celebration and if possible visit Chinatown during this time (between the end of January and middle of February).

3. Make a giant zodiac showing the animals associated with each year. Find out about the forces of Yang (spring) overcoming Yin (winter) See appendix.

4. Show the importance and use of the color red (also orange and pink) in celebrating the Chinese New Year.

   - make flowers of red, orange and pink tissue paper
   - wrap gifts in red paper
   - make New Year's resolutions using brush and ink (or black water color) on red paper (i.e. May we receive the hundred blessings of heaven or May you have long life, health and peace).
   - prepare money envelopes of red paper attached by string to lettuce or oranges for dragon to "eat".
   - decorate the room with red lanterns, fir branches and red berries.

SUGGESTED ACTIVITIES: (continued)

5. Make a dragon for the dragon dance using colored tissue paper and crepe paper for decoration. The head may be made of papier maché and the body of butcher paper.
   Reference for Dragon Dance: Willy Wong, American, p. 6-9
   Voices of Change p. 191

6. Prepare instruments for the dragon dance: gongs, cymbals, drums (use empty garbage can or lid as substitutes).

7. Improvise rhythms that show the dragon waking from his nap, collecting the envelopes and then resting.

8. Plan a parade for the whole school to see and participate in. Read the Chinese Ink Stick and Mei Li for more detail on Chinese New Year.

9. Children's Day is on May 5th in Japan and Children's Week is celebrated from May 1st through May 7th. Find out about Girls' Day or Boys' Day which have been combined for these celebrations in recent years.

10. Make dolls of newspaper rolls and papier maché. Research and then dress them in traditional styles using fabric scraps.

11. Make a doll display for the room - improvising stands and steps for the dolls - using dolls made in class and those brought from home.

12. Make Carp flags to place on bamboo poles and fly. Use tissue paper or butcher paper and lightweight bamboo for the mouth opening.

13. Plan to arrange irises (the traditional flower for Boy's Day) in simple Japanese style.

14. Make other types of kites for display - dragon kites, butterfly kites, other insect kites.

RESOURCES

FILMSTRIPS and RECORDS

LP	398-50	Fish in the Air
	*	Six Families in the United States
		The Chengs Celebrate the New Year

STUDY PRINTS			Prints
P	952-19	Japanese Doll Festival	4
P	952-23	Japanese Boy's Festival	3
P	952-11	Japanese Costume	9
SW	952-1	Japanese Costume	15
W	952-17	Boy's Festival	

EXHIBIT

M	952-2	Japanese Doll Festival
E	952-1	Japanese Carp
E	952-2	Japanese Doll

BOOKS

Handforth, Thomas, Mei-Lei
Lian, Yen, Happy New Year
Oakes, Vanya, Willy Wong, American
Wiese, Kurt, The Chinese Ink Stick
McSpodden, Joseph, Book of Holidays
Sugimoto, Chiyono, Japanese Holiday Picture Tales
Politi, Leo, Moy Moy
Buell, Hal, Festivals of Japan
Dines, Glen, The Useful Dragon of Sam Ling Toy
Hermanns, Ralph, Lee Lan Flies the Dragon Kite

*New acquisition - Available at A-V Library, District Center on request.

TITLE: Families and Customs

OBJECTIVE: Children will learn what part music and games play in the culture of the Asian American.

SUGGESTED ACTIVITIES:

1. Listen to records to compare Asian and American music. Discuss the differences and similarities.

2. Review our musical scale (do, re, mi, fa, sol, la, ti, do). Compare to the five-tone (pentatonic) scale used by the Asian people (do, re, me, sol, la). Compose a song using the five-tone scale. (See Experiencing Music for additional information).

3. See film "Discovering Music of Japan". Make a list of the instruments used in film. Compare to Chinese instruments and then make a chart of the instruments of the two countries.

4. Bring from home or make some of the simple instruments such as flutes, drums and woodblocks.

5. Experiment with rhythms after listening to records such as Favorite Songs of Japanese Children.

6. Learn some simple songs using Chinese or Japanese words.

7. Read Willy Wong,American, pp. 39-45, to learn about Chinese acrobatics.

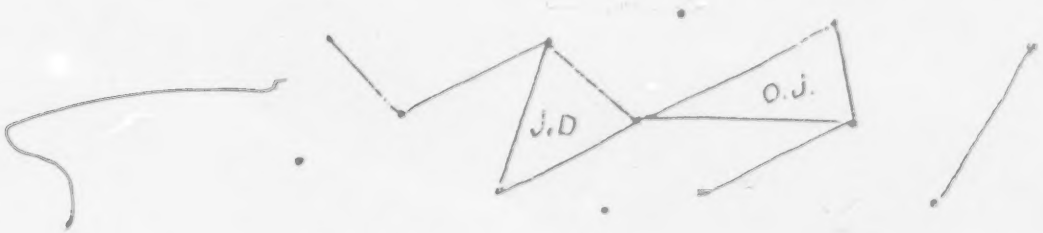
8. See film "Beginning Tumbling" and compare it to Chinese acrobatics. Try to develop some of your own routines.

9. Prepare reports and demonstrations of Kendo, Judo, Karate, etc.

10. Learn "Build a Triangle House", a game from China.

    Everyone chooses a partner, each couple has paper and pencil. One child draws many dots at random all over paper. Then he and partner take turns drawing a single line to join two dots. After several turns, one will have joined three dots

to form a triangle with no dots inside. He then gets an extra turn. Each triangle house must stand alone. The player who draws the third line puts his initials in the triangle. When all dots are joined, players with most "triangle houses" is winner.



References: Games Enjoyed by Children Around the World. American Friends Service Committee.

11. Invite some members of the Asian American community to demonstrate and/or teach some simple dances.

12. Learn the game of "Jan-Ken-Po". (scissors, rock, paper)

RESOURCES

FILMS

			Minutes
SD	03868	Discovering Music of Japan	22
SD	04110	Beginning Tumbling	10

FILMSTRIPS AND RECORDS

LP	952.7-1	Favorite Songs of Japanese Children
LP	784.4-7	Favorite Songs of Japanese Children

TAPE

TR	320-15	China (Our National Heritage)

STUDY PRINTS

			Prints
P	951-22	Chinese musical instruments	13
P	781.9-1	Japanese musical instruments	8
SW	781.9-5	Musical instruments of China	11
SW	781.9-6	Musical instruments of Japan	4

BOOKS

Jacobs, A. Gertrude. The Chinese-American Song and Game Book

Exploring Music 1. TG. Poor Bird (Japan - Singing Game), p. 18

Exploring Music 2. TG. After School (China), p. 13

Exploring Music 3. TG. Cherry Bloom (Japan), pp. 138, 139

Exploring Music 4. TG. Yangtze Boatman's Chantey (China), p. 5
Kato and Tsuzumi (Japan), p. 58
Song of Itsuki (Japan), p. 58

Exploring Music 5. TG. How Chun Koh (China), p. 188

BOOKS (continued)

Exploring . sic 6. TG. Ancient Chinese Music, p. 146
And the Fallen Petals (Chon Wen-Chung), p. 146
The Purple Bamboo (Chinese), p. 144
Dune of Tosa (Japanese), p. 147
Suliram (Indonesian), p. 154
Haiku (poetry) (Japanese), p. 145
Si Pilemon (Philippine folk song), p. 148

American Book Co. Experiencing Music (section on Music of the Orient)
Mastering Music
Investigating Music

Follett Educational Corp. Discovering Music Together. Book 6
Chimes at Night
Discovering Music Together. Elements and Style
Defune . Lotus Blossoms

Charles E. Tuttle Co. Japanese Music. Teacher reference

White, Florence and Akiyama, Kazuo. Children's Songs from Japan

Oakes, Vanya. Willy Wong, American

Mandell, Muriel and Robert Wood, Make Your Own Musical Instruments

TITLE: Families and Customs

OBJECTIVE: Children will identify some special kinds of food enjoyed by Asian American families.

SUGGESTED ACTIVITIES:

1. Discuss and list some of the foods which we associate with Asian American cooking.

2. Visit a supermarket and list all the Asian American foods found there. If possible, visit an Asian American market.

3. Bring in samples of Asian foods from the market and arrange a display of them, labelling them with their correct names.

4. Make a chart of Asian foods showing the type of food that each represents. (See chart in appendix).

5. Compare typical Asian American spices with those found in children's homes. (Complete chart in appendix).

6. Prepare menus for a Chinese dinner and for a Japanese dinner.

7. Become aware of emphasis on visual appeal of Asian foods as seen in care used in preparing foods for cooking. Bring in some vegetables such as daikon (radish), Chinese cabbage, mushrooms, snow peas. Prepare them for cooking by cutting and arranging them as artistically as possible to achieve "harmony of cut".

8. Find out about some of the utensils used in Asian cooking and make a chart of them with their uses.

metal teakettle	bamboo tongs
sukiyaki pan	chopsticks
sushi tray	ladles and skimmers
sake jugs	rice cookers or
knives and cleavers	buckets and paddles

9. Grow bean sprouts and use them in a Chinese recipe. (See appendix).

10. Make fortune cookies or Chinese almond cookies. (See appendix for recipes).

11. Learn how rice is grown and make a flow chart showing the steps in processing it.

12. Cook rice according to the correct Chinese method so that each grain is dry and separate. (See appendix).

13. Invite an Asian American parent to prepare a traditional dish for the class.

14. Listen to the legend of "the Singing Rice". Make up your own legends about some of the traditional foods of Asians. (See appendix).

RESOURCES

FILMS

			Minutes
SD	03182	Rice	26
SD	03178	Rice in Today's World	11

STUDY PRINTS

			Prints
P	634-3	How fruit came to America	25
P	635-1	Our vegetable travelers	32
W	581.4-1	Flowers	
W	581.4-2	Roots	
W	581.4-3	Flower clusters	
W	581.4-4	Leaves	
W	581.4-5	Stems	

EXHIBITS

E	635.7-1	Flavoring herb seeds
E	635.6-8	Japanese beans

BOOKS

Tada, Tatsuji, Japanese Recipes
Petersham, Maude and Miska, The Storybook of Food from the Fields

TITLE: Families and Customs

OBJECTIVES. Children will learn aspects of the cultural environment that are unique to the Asian American family.

SUGGESTED ACTIVITIES:

1. Make simple direction or label signs for the room using written Chinese symbols. Use chart paper and black paint, brush.
   Reference: You Can Write Chinese or
   The Chinese American Song and Game Book

2. Discover some of the expressions used in Willy Wong i.e. "Who tries to break my rice bowl?" "Patience and a mulberry leaf will make a silk gown." Find out about some other proverbs that are used in stories about Asian American - compare with our proverbs.

3. Find out what children learn in Chinese or Japanese school. (Resource: Japanese Cultural Center, 550 Cypress, Pasadena.)
   - Plan a social studies period based on a lesson from one of these schools such as: sumi painting, counting in Japanese or Chinese, use of abacus, listening to a folk tale and illustrating it.

4. Discuss why people send children to a special school. List on a chart the things learned at such a school. Compare to public school.

5. Learn about poetry forms such as haiku, tanka and cinquain. Have a poetry contest about things in nature which are particularly admired.

6. Learn how the Chinese and Japanese languages differ from English and how they also differ from each other. Make charts to show examples of different Japanese styles of writing such as Romaji, Kanji and Kana.

SUGGESTED ACTIVITIES: (continued)

7. Find out about some of the different dishes and utensils used in Asian American homes.

   - Make small bowls of clay or papier maché.
   - Listen to the story of the "Blue Willow Plates".
   - Decorate bowls with traditional designs or with original designs that also tell a story.
   - Make chopsticks using 1/4" dowels.
   - Decorate with inscribed designs.
   - Make chopstick holders of clay and paint when dry.

8. Examine some examples of artifacts which are found in many Asian American homes. Experiment with some traditional art forms such as:

   - paper folding (origami or kirigami)
   - sumi-é scrolls (brush and ink work on rice paper)
   - paper fans with traditional designs
   - carved figures of wood or soap (dolls, animals such as badgers, deer, etc.)

   Plan an Asian American art show with some examples of each type of art made by the members of the class.

RESOURCES

FILMS

			Minutes
SD	04678	Japan, Sheenya of the City	18
SD	01150	Abacus	11
	*	Grandma Lives in Our House	9 1/2

STUDY PRINTS

			Prints
MW	973-34	Children of North America	8
MW	649.6-2	Children Around the World	12
P	759.95-2	Japanese Painting	20

EXHIBITS

E	952-5	Japanese Chopsticks
E	952-4	Japanese Fan
E	952-7	Japanese Enamel Ware

BOOKS

Yamada, Sadami, Paper Playtime
Araki, Chiyo, Origami in the Classroom
Behn, Harvey, Cricket Songs
Lewis, Richard In a Spring Garden
The Moment of Wonder
Mears, Helen, The First Book of Japan
Kublin, Hyman, Useful Japanese
Thomas, Leslie, The Story on the Willow Plate
Godden, Rumer, Little Plum
Miss Happiness and Miss Flower
Jacobs, A. Gertrude, The Chinese American Song and Game Book
McDowell, Jack, The Art of Japanese Brush Painting
Wiese, Kurt, You Can Write Chinese
Chrisman, Arthur, Shen of the Sea
Spencer, Cornelia, Made in China
Made in Japan

*New acquisition, Available at District A-V Library on request.

TITLE: Social History

OBJECTIVE: Children will recognize the forces that led to the immigration of the Japanese and Chinese to the United States.

SUGGESTED ACTIVITIES:

1. Research the political unrest in China in the 1850's and 1860's which led to the first emigration. Discuss the Manchu Dynasty and the influence of the English arrival in China.

2. Make a list of reasons why people have chosen to leave their own country for a new one. How was a "sojourner" different from an immigrant from another nation? Write a letter that a sojourner might have sent back to his family in China.

3. If you were to leave your home for a new land, what would you take with you when you left? What would a sojourner have taken with him? Use a Glasser circle for discussion.

4. Make a map of China. Show the area of Canton and the Pearl River where most of the early immigrants came from.

5. Make a mural of "old" Japan before the Meiji Restoration showing farmers, samurais and others in their traditional roles.

6. Prepare an "eyewitness" account for a TV report of the coming of Commodore Perry to Japan and how this opened up Japan to foreign trade.

7. Between 1890 and 1900, 23,000 Japanese people came to America. Research the forces that led to their emigration.

8. Role play an interview with a new immigrant. Find out why he came to America, how he came here, what kind of work he is doing and how he feels about his life now.

9. Make a chart or time line comparing the Chinese and Japanese emigrations - their reasons for coming, the years in which they came and how many people emigrated in each of these time periods.

SUGGESTED ACTIVITIES: (continued)

10. Make papier-maché maps of China and Japan to become familiar with the physical environment from which the immigrants came.

11. Compare the way in which an Asian immigrant came to America with the way a person from Asia would travel here now. Locate routes used on a wall map.

12. Find out about some of the ships which carried the first Asian immigrants to America - What their names were and how they looked. Draw or paint pictures of them.

RESOURCES

FILMSTRIPS

* Minorities Have Made America Great - Part II
#11 Japanese and Chinese

TRANSPARENCIES

VL	912.52-1	Maps of Japan (Products, resources and industry)
VL	912.52-2	Maps of Japan (Pacific basin, population)

BOOKS

Ormont, Arthur, The Indestructible Commodore, Matthew Perry
Kuhn, Ferdinand, Commodore Perry and the Opening of Japan
Levine, I. E., Behind the Silken Curtain

TEXTBOOKS

	Pages
Voices of Change	54-55
Japan, Home of the Sun	

SUPPLEMENTARY TEXTS

Japan (Fideler)
China (Fideler)

* New acquisitions - Available A-V Library at District Center on request.

TITLE: Social History

OBJECTIVE: Children will learn how the physical and social environment which was found here by the Japanese and Chinese affected their adaptation to this country.

SUGGESTED ACTIVITIES:

1. Find out where most ships from Asia landed when they first came to America. Illustrate some of the scenes which the immigrants might have seen on their journey and upon their arrival here. (i.e. stopover in Hawaiian Islands and arrival in San Francisco)

2. Record the feelings of a new arrival from Asia -- his reaction to the people, the buildings, the sounds which he sees and hears for the first time.

3. Dramatize how immigrants from China or Japan were met at the boat and where they were first taken by the people who met them there (i.e. potential employers, relatives or friends, Asian organizations)

4. To learn of the language problems encountered by immigrants to a new land, invite a person who speaks a different language to conduct part of the class in that language with emphasis upon giving directions to the children. Discuss their feelings and reactions to this.

5. Make an illustrated chart or map showing the industries that Japanese and Chinese immigrants found a place in such as:

   - railroad construction
   - canneries
   - logging
   - mining
   - farming
   - meat packing, etc.

6. Find out why the first Chinese immigrants were attracted to gold mining. What problems did they face and how did this lead them to find other work in which their skills were needed?

SUGGESTED ACTIVITIES: (continued)

7. Listen to the story of the role of the Chinese in the building of the railroads using Footprints of the Dragon or Willy Wong, American (Pg. 23-30).

8. Make a mural map of the construction of the railroads. Illustrate it with stories and pictures of events which took place along the route.

9. Learn of the contributions of the Japanese and Chinese to farming in California. Make a time line of the work including:

   - reclaiming of the land in the Sacramento Delta
   - introduction of new fruits and flowers
   - planting of first vineyards
   - beginning of truck farming

10. Write a diary that might have been kept by an Asian who was working as a gold miner, or a railroad worker or an agricultural worker. Show his hopes, his fears, his problems.

11. Make a list of facts that would support this statement: "Without the work of the Asian immigrants, California would have lagged 25 years behind in its growth."

RESOURCES

FILMSTRIPS

* Minorities Have Made America Great - Part II
# 11 Japanese and Chinese

TRANSPARENCIES

VL	912.79-7	California Gold Rush

STUDY PRINTS

W	979.4-70	Chinese Coolie
W	979.4-46	Silk Culture
W	656-55	The Meeting in California of the Chiefs
W	656-57	Driving the Last Spike on the Northern Pacific

TEXTBOOKS

	Pages
Story of California	211-215
Voices of Change	46-47
Voices of the Californians	169-173, 182

BOOKS

Oakes, Vanya, Footprints of the Dragon

*New acquisitions, Available at District A-V Library on request.

TITLE: Social History

OBJECTIVE: Children will learn how the Asians reacted to the problems of assimilation which they encountered because of their different cultural background.

SUGGESTED ACTIVITIES:

1. Discuss the conditions in California that led to the difficulties which the Chinese met as they looked for work. Why did they stay under such difficult circumstances? How did they adjust to these circumstances?

2. Make a time line or graph showing some of the problems which the Chinese and Japanese met in terms of legislation and community reaction. Find out what happened to most of these laws which were passed with specific groups in mind.

3. Discuss and list ways in which you can protect yourself if you find that you are being discriminated against. How did the first Chinese immigrants protect themselves?

4. Make a diagram of a family association and a clan organization which you might set up for your room. Find out the basis for each one as it was set up in the Chinese community.

5. What were the reasons for the forming of "Chinatowns"? List the advantages and disadvantages of living there.

6. If possible, visit Chinatown or Little Tokyo in Los Angeles to learn of the types of businesses and buildings found there. Why are each of these needed?

7. Make a mural or a model of an early day or a modern day Chinatown showing offices, banks, restaurants, stores, etc.

8. Make up a newspaper for an early Japanese or Chinese community. Include ship arrivals, new business openings, stories affecting members of the community, etc.

9. Find out how the great San Francisco earthquake changed the life of its Chinatown. Include this account in your newspaper.

SUGGESTED ACTIVITIES: (continued)

10. Speak to parents and grandparents or other relatives who remember December 7, 1941. Find out how they felt when they first heard the news and how other people on the West Coast reacted to the idea of trouble in the Pacific area.

11. How did these feelings of concern lead to the establishment of the relocation centers? Why did these feelings focus on the people of Japanese ancestry who were living in California while this did not happen in Hawaii?

12. Learn about the differences between the Issei, Nisei and Sansei. Interview one person from each generation and report to the class on your findings.

13. Role play a family getting ready to leave for a relocation center. What problems would they have faced?

14. Write a diary or a letter telling about life in a relocation center. How was it organized and how did it change traditional family life?

15. Find out under what conditions people were able to leave these centers during the war (to work in other part of the country, to join the 442nd Regimental Combat Team or the 100th Infantry Battalion or to return to Japan).

16. Many people who meet with a disaster as the Japanese Americans did might not be willing to rebuild what they had lost. Why do you think they didn't give up after what had happened to them? What would you have done?

RESOURCES

FILMSTRIPS

* Minorities Have Made America Great - Part II
  # 11 Japanese and Chinese

BOOKS

Breck, Vivian	The Two Worlds of Noriko
Stanek, Muriel	How Immigrants Contributed to Our Culture

TEXTBOOKS

	Pages
Story of California	235-237
	293-297
	325-326
Voices of Change	56-59

TITLE: Contributions

OBJECTIVES: Children will learn how elements of the Asian and Asian American culture have become integrated into our society.

SUGGESTED ACTIVITIES:

1. Listen to the tape "The Mulberry Bush" to find out about silkworm raising.

   -- Obtain silkworm eggs and raise them in your room.

   -- Make a flow chart or a movie roll showing the life cycle of a silkworm and the production of silk.

2. Find out about the invention of paper in China.

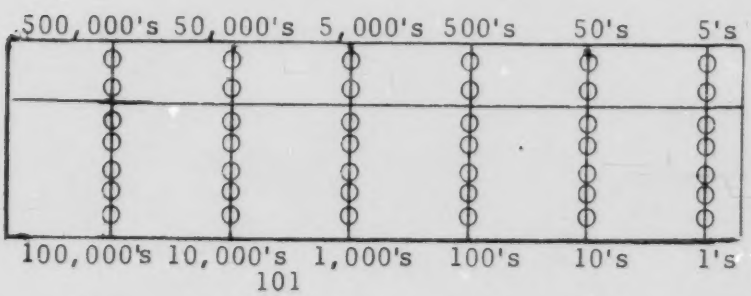
   -- Bring in different types of paper and try to determine what each is made from.

   -- Examine rice paper and use it in sumi painting

   -- Make simple rag paper by using old linen cloth

      - Tear it into small pieces
      - Pull each piece apart until it is all in threads
      - Boil the threads in water for 10 minutes
      - Add 1/2 glass of liquid starch, cool and then pour the whole mixture through a wire screen
      - Place the screen between two pieces of cloth and press out the water with a rolling pin
      - After it has dried, remove the cloth and gently lift out the paper.

3. Make an abacus and learn how to use it correctly. Use wood or cardboard for a frame and heavy wire and beads.



SUGGESTED ACTIVITIES: (continued)

3. continued

Compare the abacus used in China with those used in Japan and in other countries of the world.

4. Experiment with ways developed by Chinese to aid in marine navigation.

-- Mariner's compass:

- Magnetize a needle by rubbing it one way on the end of a magnet.
- Fasten it to a piece of paper and float it on water.
- Determine where north is.
- Use the same magnetized needle suspended in a jar by a thread to find true north.

-- Star Charts:

- Collect star charts from newspapers and magazines.
- Compare charts for different seasons of the year.
- Find out how they helped the first navigators and determine if they are still valuable today.

5. Find out how Chinese and Japanese cooking have become a part of our everyday lives.

- Use the telephone directory to make a list of Asian American restaurants in our community.
- Write a report of a visit to one of these restaurants or interview a classmate who has been to one of them.
- Look in your home to find cooking materials and supplies such as a hibachi, teriyaki sauce, soy sauce, MSG, etc.
- Use magazines to find pictures and recipes of foods reflecting Asian influence.

SUGGESTED ACTIVITIES: (continued)

6. Make an instant mural of trees, flowers, fruits, vegetables and other plants that have been introduced or developed in California by Asians or Asian Americans. Include flowers such as iris, peony, azalea, poppy, chrysanthemum, lotus, camellia, magnolia, narcissus and such trees as the orange, plum, willow and pine.
(Reference: Sunset Western Garden Book

   - Plan a flower show of the flowers arranged in the style of "ikebana".

   - Find out what "bonsai" means and if possible visit a nursery which has examples of this type of plant.

   - Find examples of Asian influence in gardening and landscaping in your neighborhood. Look for use of stones for decoration, small pools or ponds, moss covered rocks, stone lanterns, or bridges etc.

7. Look for other examples of Asian influence in buildings, furniture and clothing. Make a large chart or mural showing some of these other elements.

8. Find out about and prepare models and reports of other historical contributions of China and Japan such as the start of rocketry, use of wheel, beginning of gunpowder, etc.

RESOURCES

FILMS			Minutes
SD	01432	Michael Discovers the Magnet (B&W)	11
SD	01150	Abacus	10
SD	01216	Exploring the Night Sky Winter Constellations (B&W)	10
SD	01224	Constellations	11

TAPES

LVK	572-4	China and Its Culture Before the Dark Ages
TR	676-1	A Cup of Sugar (story of newsprint)
TR	677.4-1	Mulberry Bush (silk and the silkworm)
TR	796-1	Plaything of the Sky (kites)

STUDY PRINTS			Prints
MW	595.7-3	How the silk worm is transformed into a moth.	9
MW	384-2	History of Communication (#3 - story of paper)	
SW	593-210	Iris	
SW	583-151	Lotus	
P	583-109	Chrysanthemum	
SW	712-2	Japanese Landscape Gardening	7

EXHIBITS

E	595.78-64	Silkworm Moth

BOOKS

915.1 Pine, Tillie S. and Joseph Levine, The Chinese Knew
617 Cooper, Elizabeth, Silkworms and Science
676 Spencer, Cornelia, Made in Japan
" " Made in China
Meus, Helen, The First Book of Japan
Lucas, Jannette, Where Did Your Garden Grow?
Sunset Western Garden Book

COMMUNITY RESOURCES:

Pacificulture Museum (See Field Trip Guide insert) — Los Robles at Colorado

Descanso Gardens — La Canada

Huntington Library Gardens — San Marino

TITLE: Contributions

OBJECTIVE: Children will learn of the folk tradition in the literature of the Asian American Culture.

SUGGESTED ACTIVITIES:

1. Listen to the story of The Wave and then view the film. Compare these versions of the story of The Burning Rice Fields. Write a story similar to this showing how a problem might be solved through the wisdom of an older person. Make a movie or movie roll of this story or of The Wave.

2. Make comparisons of other stories which are presented in filmstrips and also written up in books such as "The Crane Maiden" with "The Grateful Stork" (in The Magic Listening Cap).

   "The Rolling Rice Ball" with "The Rice Cake That Rolled Away" (in The Magic Listening Cap).

3. Many of the folk tales use animals that have the power of speech. Make a list of some of these animals with the qualities that they seem to possess (i.e. the badger, the dragon, monkeys, the sparrow, etc.).

4. Listen to the story of "The Very Special Badgers" and then learn the song of the badgers - "Sho, sho, sho - jo - ji" from "Favorite Songs of Japanese Children."

5. Find examples of how magic is used in folk tales of Japan and China. List some of the characters that are able to perform these feats of magic. Are their magic powers always used for a good purpose?

6. Prepare finger puppet presentations of folk tales from Japan or China and from America that are similar such as "The Rolling Rice Ball" and "The Gingerbread Boy", or "Momotaro, Peach Boy" and "Tom Thumb".

7. Make a large map of China and one of Japan illustrating them with scenes from famous folk tales or legends.

SUGGESTED ACTIVITIES: (continued)

8. Make a collection of legends which tell how things in nature came to be. Compare these to "Just-So Stories" and to legends of other people of America.

9. Make lists or illustrated dictionaries of unusual words and names found in Asian folk tales.

10. Find out how royalty is used as a part of these legends or tales. How do you think their use reflects the time and place where these stories first began?

RESOURCES

FILMS			Minutes
SD	10830	Korochan, Little Bear (B&W)	11
SD	00848	The Wave	9

FILMSTRIPS - RECORD

LP	784.4-7	Favorite Songs of Japanese Children (Sho, sho, sho-jo -ji)
	*	Folktales Around the World (The Crane Maiden) - Japan (The Rolling Rice Ball) - Japan (Ma Lien and the Magic Brush) - China (The Tears of the Dragon) - China

BOOKS

Bryant, Sara Cone, The Burning Rice Fields
Hearn, Lafcadio, The Boy Who Drew Cats
Pratt, Davis, Magic Animals of Japan
Uchida, Yoshiko, The Dancing Kettle
" " The Magic Listening Cap
Yamaguchi, Tohr, The Golden Crane
Hodges, Margaret, The Wave
Lifton, Betty Jean, The Rice-Cake Rabbit
Dolch, Edward, Stories from Old China
Stories from Japan

*New acquisitions - Available at A-V Library at District Center on request.

TITLE: Contributions

OBJECTIVE: Children will trace the background and development of important people in the Asian American community -- both contemporary and historical figures.

SUGGESTED ACTIVITIES:

1. Art and architecture in the United States reflect the influence of many Asians and Asian Americans. Find out about the work of:

   Minoru Yamasaki - one of the architects of the Seattle World's Fair.

   Dong Kingman - artist famous for his work with water colors.

   Isamu Noguchi - sculptor who has worked on Rockefeller Center in New York.

2. List the achievements of such figures in the entertainment industry as:

   James Wong Howe - Oscar award winning cameraman

   Miyoshi Umeki - television and movie actress.

   Sessue Hayakawa - World famous film star.

3. Prepare a "This is Your Life" program on the life of Daniel Inouye - Senator from Hawaii. (Use district publication WHO - available in all 5th and 6th grade classrooms in 1972-73 school year).

   Find out about Patsy Mink and Hiram Fong, also legislators from Hawaii.

4. Have a ceremony of "Recognition Day". Plan speeches of presentation for medals to be awarded for outstanding service to the community; or

   Establish a "Hall of Fame" and have nominating speeches for each person to be included. Other Asian or Asian Americans to be considered:

   S. I. Hayakawa - famous semanticist and President of San Francisco State College.

   Chen Ning Yang and Tsung Dao Lee - Nobel Prize winners in physics - 1957.

SUGGESTED ACTIVITIES: (continued)

5. Make a pictorial map of the United States identifying cities and states which have been associated with major achievements by Asian Americans, i.e.

   S. I. Hayakawa - San Francisco

   Minoru Yamasaki - St. Louis and New York City

6. The early history of Asian American journalism includes the establishment of a newspaper in the early 1900's by Sun Yat Sen. Find out about other important journalists such as Larry Tajiri of Denver, Colorado and the other Tajiri brothers.

RESOURCES

FILMSTRIPS

* Minorities Have Made America Great - Part II
#11 - Japanese and Chinese

STUDY PRINTS

MW	92-45	Minoru Yamasaki
P	92-93	Dr. Yang and Dr. Lee
P	92-94	Dr. Yang and Dr. Lee

BOOKS

Donovan, Frank , Famous Twentieth Century Leaders

SUPPLEMENTARY TEXTBOOKS

Builders of California Communities
Above the Crowd (Sun Yat Sen)

In addition to materials available in the district, teachers may need to supplement these with books from the Pasadena Public Library.

*New acquisitions - Available at District A/V Library on request.

BLACK AMERICAN

TITLE: Families and Customs

OBJECTIVE: Children will recognize customs of celebrating special days in Black American families.

SUGGESTED ACTIVITIES:

1. Make an oral or written report on one or all of the following dates, noting their significance:

January 1	Emancipation Proclamation
January 15	Birthday of Martin Luther King, Jr.
February	Black History Week (begins second Sunday)
March 5	Crispus Attucks Day
May 19	Birthday of Malcolm X
August 18-22	Watts Summer Festival

2. Celebrate these events in the classroom with student-created bulletin boards or other appropriate ceremonies.

3. Have a "festival week" in your class to display the creative talents of pupils. This can be a fair with student-made booths to display varied aspects of African and Black American cultures.

   - Display dolls that represent aspects of either culture.

   - Prepare traditional African food or "soul food". A black parent may be helpful in the preparation and organization of this booth.

   - Share student-prepared tie-dye works.

   - Fashion African jewelry from beads or small pieces of balsa wood. The wood may be sprayed with black spray enamel to simulate ebony.

SUGGESTED ACTIVITIES: (continued)

- Research and discuss African sculpture. Each child can prepare a small example of African sculpture carved from Ivory Soap bars. These, too, can be painted with tempera sprayed to give desired texture and color.

- The boys in your class may wish to make models of African spears, swords, and shields as part of a cultural artifacts display. They can be encouraged to research the significance of African wood carvings and attempt such on their wood pieces.

- A booth for the girls might be labeled "clothing". They can dye or tie-dye their own fabrics (from old white sheets) and research African clothing. With the help of the teacher or talented parents, they can create an African ceremonial costume complete with the handmade stitchery, jewelry, and headdress.

- Children can display maps that they have made, collected, decorated, mounted or enlarged that show Africa, the routes of the slave ships, the slave states, industrial significance of slavery (crops for which the slaves were responsible), or a population map that shows the distribution of blacks in contemporary America.

- Gather and display black literature. (See Resources)

- Children can make and display flags to represent the different countries of Africa.

- Have children form groups to make dioramas of African cities or villages. Each group may use a different country.

RESOURCES

FILMS

		Minutes
	African Craftsman of the Ashanti *	11
SD 04174	Why the Sun and Moon Live in the Sky	7

STUDY PRINTS

		Prints
MW 960-4	Children of Africa	8
SW 968.8-2	Beads and Turbans	

BOOKS

Anderson, Thomas. Crispus Attucks

Franco, John M. Afro-American Contributors to American Life

Hines, John. Our Friends in Africa I
Our Friends in Africa II

Afro-Americans Then and Now, California State Series

Black History Calendar. (available at Fedco $3.00)

COMMUNITY RESOURCES

National Association for the Advancement of Colored People

Pasadena Commission on Human Needs and Opportunities

*New acquisition. Available at District A-V Library on request.

TITLE: Families and Customs

OBJECTIVE: Children will learn what part music plays in the culture of Black Americans.

SUGGESTED ACTIVITIES:

1. Research a lullaby.

   - Discuss the definition of a lullaby.
   - Learn an African lullaby. What do the words mean? What wishes are intended for the child?
   - Compare the message in the African lullaby with those in the famous American lullaby.
   - Let each child compose the lyrics and/or music for a lullaby. What are the wishes that each chooses for the baby to receive?
   - Discuss: Are lullabies basically alike or different? Why/why not? Look in Exploring Music at your grade level for examples of lullabies.

2. Let the children select a spiritual that they would like to learn. Discuss the origins (geographical and emotional). Invite a black music teacher in your area to help if necessary.

3. Ask a local singer (from a black singing group) to come to class and sing a spiritual or other songs associated with black culture.

4. Discuss how African music has affected music in our country and play examples of each:

New Orleans jazz	Rhythm and blues
Progressive jazz	Acid Rock

5. Play our National Anthem and discuss its composer, Francis Scott Key, and play the Negro National Anthem, by James Weldon Johnson, and discuss its composer and origins. Children may research either composer and report orally or in written form on either.

SUGGESTED ACTIVITIES: (continued)

6. Study African musical instruments and have children make samples of some of them. (drums, wood blocks, etc.)

7. With the instruments that the children have made, have them role play a tribal gathering to celebrate a special event. (birthday of a chief, prayers to save a sick child, blessing of the hunters)

8. See film on rhythm and discuss its importance in African and American music. Have the children create rhythmic dances for the role playing in #7.

RESOURCES

FILMS

SD	03870	What is Rhythm?

FILMSTRIPS

R	784-2	Story of our National Anthem

RECORDS

LP	784.4-4	Folksongs of Africa (one record and two filmstrips) Follow the Sunset (folkways--German, Mexican, American, Hawaiian, Chinese, Israeli, Nigerian, Welch, American)

TEXTBOOKS (SONGS)

Exploring Music 1.	Magic Tom Tom (Congo) Shake the Papaya Down (Calypso)
Exploring Music 2.	All Night, All Day (spiritual) I'm Gonna Sing (spiritual) Mary Had a Baby (spiritual) Train Is A'coming (spiritual) Poor Lolotte (Creole)
Exploring Music 3.	Tinga Layo (West Indies) Get on Board (spiritual) Michael, Row the Boat Ashore (spiritual)
Exploring Music 4.	Banana Boat Loader's Song (Jamaica) Michael, Row the Boat Ashore (spiritual) My Lord, What a Morning (spiritual) This Train (spiritual)

TEXTBOOKS (SONGS) (continued)

Exploring Music 5.
Mary Ann (West Indies)
Good Morning Blues
Somebody's Knockin' at your Door (spiritual)
Sweet Potatoes (Creole)
Swing Low, Sweet Chariot (spiritual)
Two Wings (spiritual)

Exploring Music 6.
Hosanna (Jamaica)
Saturday Night (Nigeria)
Go Tell It on the Mountain (spiritual)
He's Got the Whole World (spiritual)
Jacob's Ladder (spiritual)
Let Us Break Bread Together (spiritual)
Talkin' Blues
Water Come A Me Eye (Jamaica)
Hosanna (Jamaica)

TITLE: Families and Customs

OBJECTIVE: Children will identify some special kinds of food enjoyed by Black American families.

SUGGESTED ACTIVITIES:

1. Have children compose their favorite menus and compare them.

2. Ask each child to have an older family member help him to prepare a list of spices and seasonings used most often in their home. List these on the board; compare and discuss them. (See appendix for chart)

3. Have some of the black mothers help in the preparation and sharing of some of the favorite black foods.

4. Make African taffy from the old African recipe.

5. Make a bulletin board display to include recipes and pictures of favorite foods of Black Americans (i.e., corn bread, blackeye peas, sweet potato pie, chitterlings (chitlins)

6. Have class look through copies of Ebony magazine and make a list of the kinds of foods they see used and advertised most often.

7. Have members of your class volunteer to get a menu from a soul food restaurant.

8. In culmination of a black festival week, plan a class field trip to a soul food restaurant.

RESOURCES

BOOKS

Hines, John. Our Friends in Africa II (red edition)

The Tuesday Soul Food Cookbook
(available at District Social Science Office)

Ebony magazine (available at Pasadena Public Library)

COMMUNITY RESOURCE

A soul food restaurant such as Soul Kitchen. (Los Robles near Orange Grove)

TITLE: Families and Customs

OBJECTIVE: Children will learn aspects of the cultural environment that are unique to the Black American family.

SUGGESTED ACTIVITIES:

1. Read and discuss Black Folktales by Julius Lester.

2. Read and discuss African Village Folktales by Edna Mason Kaula.

3. Have the children help compose a list of words that they find unique to the black culture and define these. (See appendix for chart)

4. Read excerpts from the literature of notable Black Americans and discuss what these authors are saying, the significance of their work to our society, and the uniqueness of their work in our society.

5. Read to the class stories like Pumpkinseeds, What Is Black? and J.T. and discuss the individuals and families.

6. Read Philip Sherlock's Anansi, The Spider Man, or his West Indian Folktales. Discuss the black oral tradition or ask a knowledgeable person to talk with the class about it.

7. Discuss TV programs featuring black performers and solicit student responses to the language and/or presentation.

8. Encourage students to listen to terminology used in songs by black artists.

RESOURCES

FILMSTRIPS

Families in Action*
Six Families in the U.S.*

LVK	384-2	How primitive man learned to communicate
	384-3	Communication and progress
	384-4	Why man did not live the same way in all parts of the world
LVK	912-2	Cultural aspects of communication

RECORD

Anthology of Negro Poets. Available at the Pasadena Public Library. Edited by Arna Bontemps

BOOKS

Haley, Gail E. A Story A Story
Hines, John. The Adventures of Annancy
Kaula, Edna Mason. African Village Folktales
Lester, Julius. Black Folktales
Murray, Michele. Nellie Cameron
Sherlock, Philip. Anansi
The Spider Man
West Indian Folktales
Teats, Ezra. Goggles
A Snowy Day
Peter's Chair
Hi Cat
Thompson, Yezback. Pumpkinseeds

*New acquisition. Available at District A-V Library on request.

TITLE: Social History

OBJECTIVE: Children will recognize the forces that led to the migration of the Black American to the United States or to America.

SUGGESTED ACTIVITIES:

1. Discuss and read To Be A Slave by Julius Lester, which shows all the aspects of slavery in America, as described by the black men and women who had themselves been slaves. The material is arranged in historical time sequence.

2. Have the students role play the transporting of slaves and a slave auction.

3. Have the pupils prepare an original composition based on the topic "I am a Slave".

4. Show the film,"Black History: Lost, Strayed, or Stolen.

5. Have pupils research Blacks who sought their freedom during slavery.

6. Research these topics for discussion:

   The Underground Railroad
   American Colonization Society
   The Liberator
   New England Anti-Slavery Society
   North Star

7. Make a drawing of a slave ship. Show the routes of slave ships on a map.

8. Have students make a map to indicate the major food crops that were raised in the slave states, emphasizing the need for slaves in some geographical areas.

RESOURCES

FILMS

Black History: Lost, Strayed, or Stolen
(available at the Pasadena Main Library)

FILMSTRIPS

	Minutes
Afro-American History Series*	4
Chains of Slavery	
A People Uprooted	
Quest for Equality	
Separate and Unequal	

BOOKS

Cohen, Robert. The Color of Man

Lester, Julius. To Be a Slave

Spangler, Earl. The Negro in America

Stanek, Muriel. How Immigrants Contributed to Our Culture

*New acquisition. Available at the District A-V. Library on request.

TITLE: Social History

OBJECTIVE: Children will learn how the physical and social environment which was found here by the Black Americans affected their adaptation to this country.

SUGGESTED ACTIVITIES:

1. Devise a "prejudice exercise" involving discrimination based on eye color, hair color, short vs. tall, children from a small vs. large family. Set this up for one day of discrimination toward the "out group" and use a second day for discussion. Reverse the situation so that the former in group becomes the out group.

2. Discuss "What is freedom?" and "What is liberty?"

3. Role play a situation in which there is evidence of discrimination.

4. Have children write about "The Things I Don't Like and Why" and "The Things I Like and Why". Compare these and discuss the reasons why we like or dislike certain things.

5. Have the class devise a list of ways in which they (as a class) can help to eliminate prejudice.

6. Have each student make a list of all the things he feels he would need to know about a person before he could accept him as a friend. Compare these and discuss.

7. Discuss the geography of our nation and how it might have affected the settlement and adaptation of the Black American.

8. Read and discuss Families and Their Needs emphasizing the basic needs of all families.

9. Develop a chart of tasks and other activities that children do at home to point out how our families and our cultures are alike and different. This can be either an exercise in physical structure or social background.

SUGGESTED ACTIVITIES: (continued)

10. Read the life story of George Washington Carver to get an example of family life of blacks during the era of slavery.

11. Role play the selling of slaves and the division of families due to slavery.

12. Compare life in various African families to that of various black American families.

RESOURCES

FILMS	Minutes
New Girl (What Should I do Series)*	6
Families are Alike and Different*	
Industry in Africa*	11 1/2
West Africa - Two Life Styles*	17 1/2
Three Families in Different Environments*	15

FILMSTRIPS

Family Life Around the World* Number 5
(8 prints, 1 record)
Families*

STUDY PRINTS

SW	973-60	Symbols of Liberty
SW	973-61	Symbols of Freedom
SW	973-73	Symbols of Democracy
MW	960-4	Children of Africa Families*

BOOKS

Lester, Gulius	To Be A Slave	
Cohen, Robert	The Color of Man	Supplementary Textbooks
	Families and Their Needs	"
	Living as Neighbors	"
	William, Andy, Ramon	"
	Our Friends in Africa I	"

* New Acquisition - Available at A.V. Library on request.

TITLE: Social History

OBJECTIVE: Children will learn how the Black Americans reacted to the problems of assimilation which they encountered because of their different cultural background.

SUGGESTED ACTIVITIES:

1. Listen to (or read to the children) a speech given by a black politician. List the concerns and demands that are being voiced and discuss the meaning of them.

2. Have the children research the life of Malcolm X, Martin Luther King, Jr., or some other spokesman for the black people. Role play his being interviewed for a television news media.

3. Have the children write a speech of their own concerns for black people. They can tape these or present them orally to the class as though they were at a political convention.

4. Take a contemporary black artist who sings protest songs (Marvin Gaye, James Brown, Curtis Mayfield), and compare the concerns and messages with the protest songs of other contemporary American recording artists.

5. Prepare and discuss a bulletin board display showing black family units in different environments.

6. Have children list their own ideas about what families are and what they do.

7. Make puppets for a play about family life.

RESOURCES

FILMS

			Minutes
SD	04756	Africa, Change and Challenge	19
SD	04028	Simple Hand Puppets	18

RECORDS

Marvin Gaye albums are available at the Pasadena Public Library. (Other black artists are James Brown, Curtis Mayfield, The Impression, Grover Washington, Jr.)

BOOKS

Franco, John. Afro-American Contributors to American Life

McAdam, Robert. Play the Game Series

Afro-Americans Now and Then, California State Series

Families and Their Needs. Supplementary textbooks

Biographies of Dr. Martin Luther King are available by many authors at the Elementary Library.

TITLE: Contributions

OBJECTIVE: Children will learn how the elements of the Black American culture have become integrated into our society.

SUGGESTED ACTIVITIES:

1. Request an ethnomusicology presentation from a local university (Loyola, UCLA)

2. African Blindman's Bluff:

   Number of players: Five or more

   Formation: Circle, with two blindfolded players inside

   Action: One of the blindfolded players has two sticks which he must hit together often to indicate where he is. Instruct him to keep his sticks low so the other blindfolded player who is "it" will not be stuck in the face if he runs into them. Usually "It" has a piece of cloth which he waves in the effort to locate the stickman. When "It" tags the stickman, that person is "It" and a new stickman is chosen.

3. Have pupils collect magazines and make a large scrapbook of pictures showing scenes, news events, and items related to black culture.

4. Do tie-dye art activities.

5. Make masks of African origin.

6. Have children handcraft or paint swords and shields of African motif.

7. Listen to popular black protest songs or rock and roll. Discuss their meaning and significance to contemporary American life.

SUGGESTED ACTIVITIES: (continued)

8. Discuss the new popularity of African styles in our culture:

hair fashions	patterns
jewelry	printed fabric
dashikis (dresses)	tie-dye

Bring in as many illustrations of each as can readily be found.

RESOURCES

FILMS

			Minutes
SD	03870	What is Rhythm?	11
		African Craftsman and the	
		The Ashanti People*	11
SD	03898	Discovering Rhythm	11

FILMSTRIPS

Minorities Have Made America Great*
Parts I and II

STUDY PRINTS

MW 649.6-2 Games and other activities

RECORDS

LP 784.4-4 Folksongs of Africa

BOOKS

McWhirter, Mary. Games Enjoyed by Children Around the World (available from Elementary Curriculum Office, Social Science)

Ebony magazine (available at any branch of the Pasadena Public Library)

*New acquisition. Available at District A-V Library on request.

TITLE: Contributions

OBJECTIVE: Children will learn of the folk tradition in the literature of the Black American culture.

SUGGESTED ACTIVITIES:

1. Read and discuss A Story, A Story, an African tale retold and illustrated by Gail E. Haley.

   - By reading the background information on this story the teacher can gain insight to lead a discussion on information related to African words and stories.

   - Explain to the children that this story, like other Spider Stories, was once remembered and told without being written down in a book form. This may be used as an example of spoken literature which was common among African peoples.

   - Read the story stressing the repetition of words and phrases, noting that Africans repeat words to make them stronger. For example: "It is raining, raining, raining" means it is raining very hard.

2. Discuss the characteristics and attributes of the characters in the story.

3. Have the children draw a character from the story.

4. Encourage children to find the meaning of the following words in a lexicon:

frond	yam
calabash	flamboyant
hornet	fairy
latex	praise

5. Read other tales of Anansi, the Spider Man, and another related book, Black Folktales, by Julius Lester.

6. Study and explore the Fables of Aesop and discuss them in relationship to the Spider Man stories.

SUGGESTED ACTIVITIES: (continued)

7. Read and discuss African Village Folktales by Edna Mason Kaula which shows her Africa's literature is a rich and vital art form that influenced the shaping of Africa's social patterns.

8. Have the children write original stories fashioned in the African tradition. They may illustrate these stories and put them into a book of collective works. They may also compare these to traditional American folk stories or Black American folk stories (i.e., Uncle Remus).

RESOURCES

FILMSTRIPS

R	810-4	Uncle Remus
		Folktales Around the World*
		9 filmstrips, 4 records
LVK	398.2-4	A Tiger in the Cherry Tree

BOOKS

Haley, Gail E. A Story, a Story

Hines, John. The Adventures of Annancy and other African Folk Tales

Kaula, Edna. African Village Folktales

Lester, Julius. Black Folktales

*New aquisition. Available at District A-V Library.

TITLE: Contributions

OBJECTIVE: Children will trace the background and development of important people in the Black American community, both contemporary and historical figures.

SUGGESTED ACTIVITIES:

1. Obtain and display portraits or drawings of famous Black Americans and their contributions. Pupils may want to reproduce them in pencil, pen, water color, ink, pastels, etc.

2. Make an illustrated time line of notable Black Americans and their contributions.

3. Appoint individuals to locate information on notable Black Americans under the following categories: science, medicine, law, art, music, entertainment, literature, education, etc.

4. Listen to and discuss some of the speeches made by Dr. Martin Luther King.

5. Read from the first two chapters of She Wanted to Read. Show pictures of Mary MacLeod Bethune. Discuss her importance and meaning to Black people.

6. Make a mosaic illustrating the Black man's contributions in all American areas of life.

7. Encourage independent reading contracts on any of these or other notable Black Americans.

Booker T. Washington	W. E. DuBois
Whitney Young	Dr. Martin Luther King
Garrett Morgan	Althea Gibson
Ray Charles	Richard Allen
Sammy Davis, Jr.	Pearl Bailey
Sojourner Truth	Langston Hughes
Frederick Douglass	Sidney Poiter
Aretha Franklin	

8. Ask Black people who are well-known locally to speak about what it means to be Black and about their profession.

RESOURCES

FILMSTRIPS

		Minutes
	Afro-American History Series*	4
	Chains of Slavery	
	A People Uprooted	
	Quest for Equality	
	Separate and Unequal	

TAPES

TR	921-23	Booker T. Washington

STUDY PRINTS

			Prints
SW	92207	A Voice of Splendor--Marian Anderson	
	92-209	Marian Anderson	
SW	920-3	Famous Black Americans	
		Great Negroes, Past and Present*	45

RECORDS

LP	921-2	Great Negro Americans
LP	921-3	Mary McLeod Bethune/George Washington Carver (one record, two filmstrips, color guide)
LP	921-5	Frederick A. Douglass/Harriet Tubman

BOOKS

Numerous biographies are available at the Elementary Library.

Franco, John M. Afro-American Contributors to American Life

Spangler, Earl. The Negro in America

Afro-Americans Then and Now, California State Series

Play the Game Series

*New acquisition. Available at District A-V Center on request.

MEXICAN AMERICAN

TITLE: Families and Customs

OBJECTIVE: Children will recognize customs of celebrating special days in Mexican American families.

SUGGESTED ACTIVITIES:

1. Find out how "16 de Septiembre" - Mexican Independence Day is celebrated. Use The Fabulous Firework Family to compare the use of fireworks for Mexican Independence Day and our Independence Day - the 4th of July. Paint pictures of Miguel Hidalgo, the famous Mexican liberator. Learn some typical songs and dances of Mexico that are accompanied by Mariachi music.

2. Learn of the fiestas held in honor of patron saints such as "the Day of Our Lady of Guadalupe" on December 12th. Read the story of "The Fabulous Firework Family" to find out about these celebrations. Dramatize the story of Guadalupe Day and plan a festival for this day by making:

   - banners with cut designs and fringe.
   - wreaths of red roses made of crepe paper.
   - room decorations with one color theme.
   - "gorditas" - cakes made of corn meal and wrapped in red and green tissue paper.
   - puppet shows of Juan Diego and Our Lady of Guadalupe.

3. Plan a celebration of Las Posadas to coincide with our holiday celebrations in December.

   - Learn to sing Christmas carols in Spanish.
   - Make piñatas of paper bags or balloons and newspapers and starch. Decorate with fringed tissue paper or crepe paper.
   - Dramatize the procession of "Las Posadas".

SUGGESTED ACTIVITIES: (continued)

4. Learn how Cinco de Mayo celebrates the defeat of the French under the rule of Emperor Maximilian. Find out how Benito Juarez helped to lead his people in an effort to free themselves. Prepare a puppet play of his life. Make a collage of paintings of other famous men who have fought for Mexico's freedom.

RESOURCES

FILMS			Minutes
SD	04894	History of Government	11

BOOKS

(Guadalupe) Amescua, Carol, The Story of Pablo, Boy of Mexico

(Christmas) Cavanna, Betty, Carlos of Mexico

(Independence) Epstein, Sam and Beryl, The First Book of Mexico

Marx, Richard, About Mexican Children

Stoker, Catherine, Under Mexican Skies

Hall, Barbara J., Mexico in Pictures

Wood, Frances, The Flag of Mexico

Goldston, Robert, The Legend of the Cid

Frost, Legends of the United Nations

Toor, Frances, A Treasury of Mexican Folkways

Flora, James, The Fabulous Firework Family

Atwater, James D. and Ruiz, Ramon, Out From Under
(Available at Pasadena Public Library)

Strode, Hudson, Timeless Mexico
(Available at Pasadena Public Library)

Brock, Virginia, Pinatas

Parish, Helen, Our Lady of Guadalupe

Baker, Nina, Juarez, Hero of Mexico

Greene, Carla, Manuel, Young Mexican American

TITLE: Families and Customs

OBJECTIVE: Children will learn what part music and sports play in the culture of Mexican Americans.

CULTURAL HERITAGE: Mexican Americans are very proud of their past history. They are especially proud of their Mexican Revolutionary (1910) heroes. Their music supports this pride. Most of their songs are "Corridos". These are ballads of Revolutionary heroes. "Las Mañanitas", "El Rancho Grande", and "Cielito Lindo" are also popular songs, but are only sung for special occasions. The dances are gay. They are mostly jarabes. "El Jarabe Tapatio" or "Mexican Hat Dance" is Mexico's National Dance and is danced in every fiesta.

This music can be played by almost any musician, but it is not truly Mexican music unless it is played by the Mariachi. Mariachi music typifies Mexico. It is unique because it originated in Mexico and cannot be changed to form another type or style of music.

Boleros are romantic songs often used for serenades.

SUGGESTED ACTIVITIES:

1. Make models of the instruments used by the Aztecs. Include clay flute or ocarina, simple drum and shaking sticks.

2. The Yaqui Deer Dance tells the story of the hunting of a deer until he is wounded and dies. Compare this with animal dances of other American Indian tribes and create a dance of your own.

3. The coming of the Spanish and French to Mexico brought many new instruments and from these developed the mariachi groups with their guitars, violins and trumpet. Find out about the origin of the word "mariachi" and listen to some records of typical mariachi music.

4. Bring a guitar to class and learn the different parts of it. Find out the names of the strings and how the frets are used to provide additional notes. Learn to play a simple melody on it or experiment with different effects such as slapping the guitar for rhythm.

SUGGESTED ACTIVITIES: (continued)

5. Other percussion instruments such as the marimba, maracas and rasps are used in Mexican music. Make a chart showing these and other musical instruments used to accompany Mexican dancing and singing or make the instruments using Making Your Own Musical Instruments as a reference.

6. Jarabe Tapatia (the Mexican Hat Dance) is the most well known of all dances from Mexico. Examine pictures of the costumes used in this dance - the Charro and the China Poblana and research the story of each costume and learn steps of the dance.

7. La Bamba is a popular song and dance from Vera Cruz. Listen to records that include this song and compare the different versions that you might hear, such as the one sung by Trini Lopez.

8. Channel 34 has many variety shows from Mexico and Los Angeles. Watch some of them to become familiar with Mexican music and dance. Note the different costumes and instruments used.

9. Prepare reports on Mexican sports which many people enjoy going to see. Include jai-alai, bull fighting and soccer.

10. Make a mural showing typical dances of Mexico such as:

    La Sandunga
    Jarabe Tapatia
    Los Viejitos
    The Moors and the Christians

    with the correct costumes for each.

11. Learn "Las Mañanitas", a birthday song, and sing to a pupil on his birthday.

12. Almost every Mexican American family has Mexican records of "corridos" and "boleros." Ask children to bring them. Let them listen to the words and try to translate to English.

RESOURCES

FILMS			Minutes
SD	04882	Mexican Children (B & W) (Aztec dance - fiesta music)	11
SD	04900	Tina - A Girl of Mexico (festival music)	16
SD	04904	Patzcuaro (Los Viejitos)	10
SD	04856	Indian Musical Instruments	13
SD	04104 *	Soccer - Let's Play Mexican Dances - Part I	10

STUDY PRINTS			Prints
W	979.4-55	La China Poblana	
AP	759.1-10	Marimba players	
SW	781.9-3	Musical Instruments of Aztecs	3
W	912.73-19	Covarrubias America	
W	972-40	Bullfighters in Mexico	
W	972-15	Mexican Posters of boy and girl	
SW	972-10	Costumes and customs of Mexico	12
MW	972-53	Mexican Costume plates	10
MW	972-67	The bullfight	

RECORDS		
LP	784.4-9	Children's Songs of Mexico
LP	793.3-1	Folk Dances of Latin America
PR	784.6-9	Our Southern Neighbors
PR	793.3-9	La raspa / La bamba
PR	793.3-10	La cucaracha / Chiapanecas
PR	793.3-11	Chihuahua / La Jesusita
PR	793.3-3	Los Viejitos
PR	784.7-56	Album 7 - La Sandunga
PR	784.7-58	Album 9 - Mexican Hat Dance

*New acquisition - Available at District A/V Library.

RESOURCES (continued)

BOOKS

793.8 Johnston, Edith, Regional Dances of Mexico

Epstein, Sam and Beryl , The First Book of Mexico

Mandell, Muriel and Wood, Robert, Make Your Own Musical Instruments

De Cesare, Ruth, Canciones

Exploring Music 1	TG	Buenos Dias (Spanish
Exploring Music 3		
Exploring Music 4	TG	La Jesucita (Mexico) (instrumental use only) A la nañita nana (Spanish) El burro de Villarno (Spain)
Exploring Music 5	TG	Duermete , Niño Lindo (Spanish-Mexican) Pretty Peña (Mexico) La Raspa (Mexican Dance)
Exploring Music 6	TG	Carmen, Carmela (Mexico) Me gustan todas (South America)

TITLE: Families and Customs

OBJECTIVE: Children will identify some special kinds of food enjoyed by Mexican American families.

SUGGESTED ACTIVITIES:

1. Let children make one of the foods they like best: enchilada, tacos, tostadas.

   These foods are all made in a tortilla. The tortilla is a thin pancake shaped by hand on an ungreased griddle. Easy method--buy masaharina (corn tortilla mix) and mix it with water. Shape mixture into thin pancake shape and cook on griddle or electric fry pan.

   Enchilada-tortilla is dipped in chile sauce and then filled with meat, cheese, and onions. Taco-tortilla is fried and filled with meat, lettuce, and tomato. Tostada-tortilla is fried to a crisp and served flat with beans, cheese, lettuce, onions, and meat on top.

2. Discuss other foods: burritos, bunuelos (a dessert made from sopaipillas), biscochitos (wedding cookies).

3. Discuss the fact that these foods are not for everyday meals. They are made for special occasions. Ask students who makes the food. On special days, families get together to celebrate. Half the fun is cooking this delicious food.

4. Make a chart of Mexican foods showing the type of food each represents. (See chart in appendix).

5. Compare spices used in Mexican and other foods. (Use chart in appendix).

6. List the ingredients for making tortillas, enchiladas and tostadas. Use Spanish as well as English words.

7. Children can collect pictures of their favorite Mexican foods. Make a collage from the cutouts.

SUGGESTED ACTIVITIES: (continued)

8. Discuss various foods eaten on special holidays by people in various cultures.

9. Have a small group of children participate in a restaurant experience. They may report back to the class.

10. Have members of the class obtain a menu from a Mexican restaurant; select a group of foods that would constitute a meal. Ask Mexican American parents to help the class in the preparation of these foods.

RESOURCES

FILMSTRIPS

R	972-9	Agriculture in Mexico

STUDY PRINTS

LP	972.1-1	Living in Mexico Today

SLIDES

			Slides
K	972-6	Market Scenes	16

BOOKS

Latin America Study Guide. Part II. Pasadena Unified School District. 1969

COMMUNITY RESOURCES

Mexican restaurants in our community such as: Mijares, La Posada, Acapulco, Ernie Junior

TITLE: Social History

OBJECTIVE: Children will recognize the forces that led to the coming of the Spanish to America.

SUGGESTED ACTIVITIES:

1. Trace the routes that the Spanish used in coming to North America. Find out about the ships that were used and make models of them in paper sculpture.

2. Make a list of the reasons why the Spaniards came to North America. Include on the list the people who were needed for each of these purposes (i.e. priests, soldiers).

3. Discuss the feelings of a person who was about to leave Spain to come to America. Why would he be leaving and what would he hope to find? Plan a T.V. panel discussion with several people in this situation.

4. Make an illustrated map showing many of the places explored and settled by the Spaniards. Include pictures of events that occurred in these places such as their meetings with various Indian tribes.

5. There were political reasons for the Spanish government to encourage the settlement of the Southwest by their own people. Discuss the explorations that were taking place in other parts of North America at the same time and make a comparative time line of the Spanish, English, French, Dutch and other explorations.

RESOURCES

FILMS			Minutes
SD	04966	Spanish Conquest of the New World	11

FILMSTRIPS		
R	972-8	Cortez and the Aztecs
R	973.1-13	Travels of Cabeza de Vaca
R	979.4-9	Portola and Father Serra

STUDY PRINTS			Prints
P	623.8-8	Ships that sailed to California	5
P	979.4-6	Spanish exploration and colonization of California	6
SW	923-6	Exploration of the southwest	16
P	978-6	Spanish exploration and colonization in the southwest	5

TRANSPARENCIES

Age of exploration and discovery: Spanish (3 overlays)

TITLE: Social History

OBJECTIVE: Children will learn how the physical environment which was found here by the Mexicans affected their adaptation to this land.

SUGGESTED ACTIVITIES:

1. Make dioramas or models of the different kinds of Spanish and Mexican settlements in the Southwest region of the United States and in Mexico.

   - hacienda, rancho, mission, pueblo, presidio.

2. Find out why each type of settlement was needed and how they differed from each other (in construction, number of people involved, activities of people, etc.). Record this information on a chart.

3. Identify on a map that part of the United States that was settled by the Spaniards and Mexicans before these areas became part of the United States. Color in the areas to show the extent of settlement.

4. Role play situations which show problems encountered in settling the Southwest. Include the difficulties of the journey, hostile or friendly Indians encountered along the way, problems presented by the weather or the terrain.

5. Research and discuss the geographical features of the Southwest.

   - Make a relief map of the southwest out of flour and salt and water.

   - Categorize and color code the various land formations found in the southwestern part of the United States.

   - Discuss how the land formations of the southwest could be a help or hindrance to the formation of a new settlement.

6. Discuss the fact that irrigation was a necessity for all life support systems in the early Southwest.

SUGGESTED ACTIVITIES: (continued)

7. Make a mural which shows the many different types of work that were done by the first settlers in the Southwest.

   - building missions and ranches
   - raising of cattle
   - irrigating land to prepare for planting
   - establishment of orchards and large ranchos

8. Write a diary that might have been kept by one of the early settlers showing the difficulties that were met and how they were solved.

9. Because of constant migration of the Mexican American it was often necessary to take very few personal belongings with them. Play a settlement game:

   - Divide the class into 5 groups which will represent the Mexicans in the Southwest. Allow each group ten minutes to devise a list of only 7 articles that the children feel are a necessity in establishing a new settlement. Discuss, contrast, and compare these lists.

10. Based on activity Number 9, have children bring in or draw each 'article of necessity'. After research period have them role play a family in transition and settlement.

RESOURCES

FILMS

			Minutes
SD	05174	Geography of Southwestern States	10
SD	05204	Mission Life	22
SD	05206	Rancho Life	22
SD	05522	Missions of the Southwest	15
SD	05198	Santa Fe and the Trail	20
SD	01558	The Desert	10

FILMSTRIPS

R	979.4-1	Silver Spurs
R	979.4-3	El Camino Viejo
R	979.1-1	Then and Now in the Southwest

STUDY PRINTS

			Prints
P	979.4-28	Mission Life	15
MW	979.4-95	Mission - founding and establishment	12
W	979.4-10	California Pictorial Map	

TRANSPARENCIES

VL	912.78-5	Spanish and Mexican continental withdrawal (settlements established by the Spanish)

BOOKS

Acuna, Rudolph, The Story of the Mexican American

Nava, Julian, Mexican Americans, Past, Present and Future

Politi, Leo, Juanita

" " The Mission Bell

" " Song of the Swallows

Los Angeles City Schools -

People of Early Los Angeles

They Founded a City

Their Homes

How They Brought Water to their Land and Homes

TITLE: Social History

OBJECTIVE: Children will learn how the Mexican Americans have reacted to the problems of assimilation which they encountered because of their different cultural background.

SUGGESTED ACTIVITIES:

1. Make a chart showing the comparative dates of early settlements in the Northeastern U.S. (New England) and the Southwestern U.S. (New Mexico, Arizona, California). It can be an "instant chart" with pictures and strip dates prepared by children.

2. Tape an imaginary conversation between a California ranchero and a new arrival from the Eastern U.S. during the Rancho Period. They could compare homes, weather, entertainment, work, etc. Use tape as a basis for class discussion of impact of new ideas on an established culture.

3. Children may list the customs of the early Mexican settlers and rancheros that they would have liked to continue if they had come to the Southwest in the days of Mexican ownership. Which customs have been maintained?

4. Arrange a presentation at your school of "Rancho San Pasqual" by the Children's Theatre group, Chicano Culture group in Pasadena. Contact Mrs. Walta Williams, Intergroup Department.

5. Make a population map showing where most Mexican American people live in the United States. Do they live near Mexico? Why is this so? See How Immigrants Contributed to Our Culture.

6. Read, or have a Spanish-speaking person read directions or a short story in Spanish. Children can express orally or in writing their feelings about not being able to understand.

7. Many Americans were against the Mexican War. Children can report on who these people were and why they opposed the war.

SUGGESTED OBJECTIVES: (continued)

8. Find out about cultural patterns in Mexico. Report and discuss how these patterns affect Mexican American life in the United States.

9. Write an imaginary journal entry:

   - A day in school with Juan in a city in Mexico.

   - A day in school with Juan in a city in the U. S.

10. After seeing films, filmstrips about life in Mexico, discuss which customs, occupations, arts, etc. Mexican Americans continue in the U. S.

11. Make a list of the reasons why Mexican people might choose to come to the U. S. now. Which of these reasons would lead to permanent settlement?

12. Find out about some of the people who are trying to help solve problems faced by some Mexican Americans today. (Cesar Chavez, Reies Tijerina, Maria Uriquidez, Father Casso, Julian Samora).

RESOURCES

FILMS

Mexico in the 70's - A City Family *

FILMSTRIPS

Minorities Have Made America Great * Part II
Mexico in Transition *
Comparative Cultures (City - Country) *

BOOKS

Acuna, Rudolf, The Story of the Mexican Americans (Supplementary Text)
Nava, Julian, Mexican Americans, Past, Present and Future
Freeman, Dorothy, A New Home for Memo

TEXTBOOKS

The Story of California	(State Text 4)
Voices of the Californians	(State Text 4)
Voices of Change	(State Text 4)

COMMUNITY RESOURCES

Children's Theatre Group --- Pasadena Y.W.C.A.

* New acquisition - Available at District A/V Library on request.

TITLE: Contributions

OBJECTIVE: Children will learn how the elements of the Mexican American culture have become integrated into our society.

THE ARTS IN MEXICO: The Indians before Cortes were great artists and builders. The Spaniards introduced European arts and new tools. Mexicans, therefore, inherited a love for beauty and creativity. Music, ballet, painting, sculpture, and architecture in Mexico show strong Indian and popular influences. Very ancient and humble art is mixed with the most modern ideas in Mexico today.

Mexican painters like Diego Rivera, José Orozco, and David Siquieros are famous throughout the world. Mexican architects, musicians, and composers are admired everywhere.

SUGGESTED ACTIVITIES:

1. Look for examples in the neighborhood for these characteristics:

tiles (roof, patio, wall, fireplace)	
missions (adobe and stucco)	
plazas	furniture
fountains	verandas
archways	pottery
courtyard	

Compile a class picture notebook using illustrations to point out these characteristics.

2. Dress dolls in Mexican or Spanish clothing or make paper dolls to show clothing.

sombrero	ruffled shirt and skirt
spurs	sashes
silver jewelry	embroidery work
poncho	combs
vests	shawls
scarf	

SUGGESTED ACTIVITIES: (continued)

3. On a trip around the city or neighborhood notice Spanish architecture, Spanish homes, etc.

4. A trip to Olvera Street will show children an example of old Mexican markets.

5. Let children find words from their English vocabulary that came from the Spanish language: rodeo, canyon, corral, patio, etc. Make a class chart of these.

6. Paint pictures of Mexican arts and crafts.

7. Make pottery out of clay, using Mexican designs.

RESOURCES

FILMS

			Minutes
SD	04880	Arts and Crafts of Mexico	10
SD	04886	Hand Industries of Mexico	10
SD	04898	Industry and Commerce	11
SD	04888	Mexican Potters	11
SD	973-15	Spanish Influence in the United States	11
SD	04874	Zapotecan Potter	11

ART PRINTS

AP	759.97-1	The Flower Vendor (Diego Rivera)
AP	759.97-2	Modesta (Diego Rivera)
AP	759.97-3	Mexican Pueblo (Orozco)

RECORDS

LP	784.4-9	Children's Songs of Mexico
PR	793.3-9	La raspa / La bamba
PR	793.3-10	La cucaracha / Chiapanecas
PR	793.3-11	Chihuahua / La Jesusita

STUDY PRINTS

			Prints
P	729-13	Mexican Architecture	9

TITLE: Contributions

OBJECTIVE: Children will learn of the folk tradition in the literature of the Mexican American culture.

SUGGESTED ACTIVITIES:

1. Tell the legend of Quetzal coatl which will explain to the children a reason for the downfall of the Aztecs. Children can role play episodes in the life of this famous man.

2. Trace the origin of the Aztec Civilization which was a rich one. Aztec civilization was similar to the Roman Empire because of its military power. Children can compare empires. They can dramatize in puppet theater the famous rulers that made the Aztec Civilization.

3. Mexico's flag has an eagle with a serpent in its beak. Explain the legend of Tenochtitlan. Children can teii legend with puppets.

4. Cuauhtémoc is the most honored Indian in the chronicles. Why? Children can role play the Conquest of Mexico in which Cuauhtémoc took a great part.

5. Tell the story of Cinco de Mayo which will explain to children the ideals that Mexican Americans have.

6. Draw pictures of the Mexican Flag. Children can see how the legend of Tenochtitlan made the Mexican flag look this way.

7. Benito Juarez and John F. Kennedy were idealistic. Compare presidents. Compare ideals.

8. Compare the Aztec army with that of Cortés.

9. Explain and discuss the making of the Aztec calendar. Make a replica of the calendar.

RESOURCES

BOOKS

Strode, Hudson - Timeless Mexico

Atwater, James D. and Ruiz, Ramon E.
Out From Under

(Available at Pasadena Public Library)

917.2 Von Hagen, Victor - The Sun Kingdom of the Aztecs

Ross, Patricia - In Mexico They Say

Politi, Leo - Stories From the Americas

Goldston, Robert - The Legend of the Cid

Frost, J. - Legends of the United Nations

Toor, Frances - A Treasury of Mexican Folkways

Baker, Nina, Juarez, Hero of Mexico

Bleeker, Sonia, The Maya

(Available at District Library)

TITLE: Contributions

OBJECTIVE: Children will trace the background and development of important people in the Mexican American community -- both contemporary and historical figures.

SUGGESTED ACTIVITIES:

1. Discuss with the children some of the important discoveries that Spaniards made, such as Garcia Lopez de Cardenas discovering the Grand Canyon.

   - Students can make a miniature model of the Grand Canyon.

2. List names of famous contemporary Mexican Americans and find out about their lives:

   - Danny Villanueva - Football
   - Lee Trevino - Golf
   - Vikki Carr - Singer
   - Trini Lopez - Singer
   - Joseph Montoya - Politician

3. Interview an important Mexican American in your community. Ask him to give his opinion on where our country is going and the progress that it has made socially, economically, etc.

4. Tune in to a Spanish T.V. program or radio program. Do you hear names of Mexican Americans that are important?

5. Ask a person who speaks Spanish to read a Spanish newspaper. Is the world news different from ours?

6. Benito Juarez is the most famous historical figure to all Mexicans and Mexican Americans. List reasons why.

RESOURCES

STUDY PRINTS			Prints
SW	923-31 C.5	Outstanding Americans of Mexican Descent Part I	12
SW	923-32 C.3	Outstanding Americans of Mexican Descent Part II	12
SW	923-33 C.13	Outstanding Americans of Mexican Descent Part III	13

BOOKS

Atwater, James D. and Ruiz, Ramon
Out From Under (Available at Pasadena Public Library)

Acuna, Rudulph - The Story of the Mexican American
(Supplementary Text 4)

McAdam, Robert - Bull on Ice (Play the Game Series)

Who - District Publication

APPENDIX

Typical Foods Used by _____

Fruits	Vegetables	Grains	Other plants (flowers, leaves)	Legumes (beans, nuts)	Meat	Fish

163/164

Spices and Seasonings Used by _____

Leaves	Bulbs	Roots	Seeds	Berries Other fruits	Other

INDIAN WORDS AND MEANINGS

sandia	watermelon
ako	white rock
oraibi	the place of the rock
travois	to carry things on
hah	yes
hee-vauht	deer broom
hah-ro	hot water
hovu ka	hello
huh	good
hup-chutl	arrow straightener
hutl-yah-mi-yuck	moon in the sky
kwee-muck	cloud behind
kwee-tahk	little man
k yu	come
mee-yip-ah	listen to me
mi-hee-ah-wit-ah	man who knows everything
mow	no
n-yah mah	enough
Arikara	corn eaters who lived on upper Missouri River
Sequoya	guessed it
koo-la-chouse	yew tree
we-wah	you are following me

CALENDAR OF SELECTED INDIAN CEREMONIAL FAIRS AND POW-WOWS

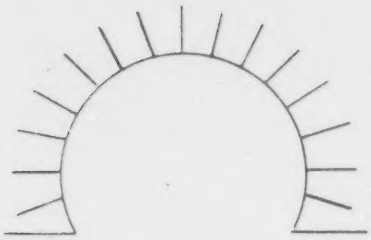
ARIZONA	Window Rock	September - Navaho Tribal Fair
IDAHO	Lewiston	May - Nez Perce Ka-oo-yet Feast
MONTANA	Arlee	January - Flathead Blue Jay Dance
NEW MEXICO	San Ildefonso	January 1 - Fiesta and Buffalo Dance
NEW YORK	Lake Placid	September - Annual Iroquois Council
NORTH DAKOTA	Turtle Mt. Reservation - October - Indian Fair	
OREGON	Warm Springs	April 17 - Root Feast
OREGON	Simnasko	December - New Year's Celebration
UTAH	Nephi	July - Ute Stampede

For other holidays, refer to The American Indians by Sydney Fletcher.

SAMPLE CHART OF INDIAN NAMES

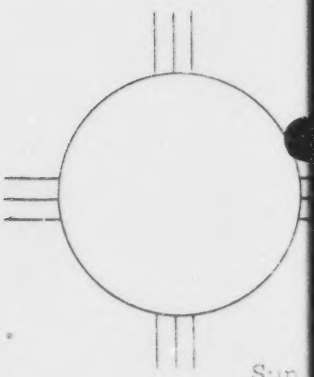
Girls	Boys
White Snow	Desert Hawk
Rose Flower	Brown Eagle
Dancing Cloud	Blue Cloud
Corn Leaves	Wise Eagle
Corn Flower	Black Eagle
Cactus Flower	Dark Cloud
Bright Sun	Wise Owl
Morning Blossom	Little Owl
Evening Blossom	Running Bear
Evening Star	Little Eagle
Morning Star	Deer Frost
Nettle Weed	Young Hawk
Graceful Walker	Young Eagle
Playful Sun	Swift Eagle
Robin	Black Hawk
Yellow Leaf	Chief Thunder Bird
New Moon	Gray Owl
White Corn	Coyote
Victory Woman	Black Wolf
	Arrow Shaft

Indian Designs



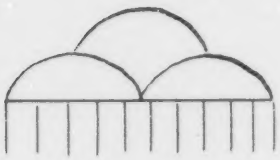
Sun Rays

Mountain

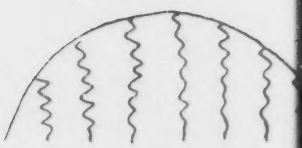


Sun

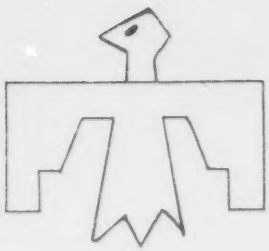
Mountain Range



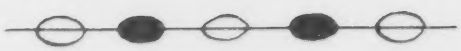
Rain Clouds



Rain

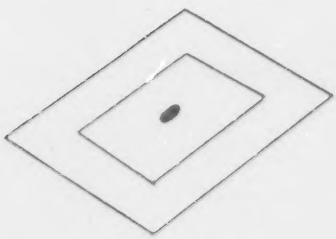


Thunderbird

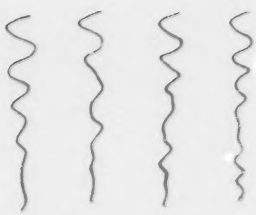


Days and Nights

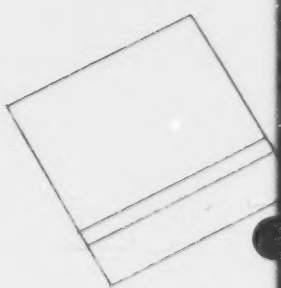
Cactus Flower



Medicine Man Eye



Running Water



Field

INDIAN FRIED BREAD
(Southwest Indians)

4 cups presifted flour

4 teaspoons baking powder

1 1/2 teaspoons salt

1 2/3 cups water

Fat for deep frying

1. In mixing bowl combine dry ingredients. Add water and mix to a dough.

2. Turn dough onto lightly floured board. With floured fingers, knead for at least 5 minutes or until smooth and elastic. Cover with cloth. Let stand for at least 10 minutes.

3. Divide dough into 8 parts. Roll out each part into 1/4" thick round.

4. Fry in deep fat heated to 365°F until golden brown. Drain on paper towels and serve hot.

ZUÑI BREAD

- 1 package active dry yeast
- 2 cups warm water
- 1/4 cup salad oil
- 1/4 cup molasses
- 2 teaspoons salt
- 1 cup each polenta (coarse ground Italian-style cornmeal) and yellow cornmeal
  or
  2 cups yellow cornmeal
- About 6 1/2 cups of regular all-purpose flour (unsifted)

Soften yeast in water. Add oil, molasses, salt, polenta and cornmeal; mix well. Gradually stir in 6 cups of the flour to make a stiff dough. Turn dough onto a board coated with about 1/2 cup flour. Knead until smooth and elastic, about 5 minutes. Place in a greased bowl; turn dough over to grease top. Cover and let rise in a warm place until doubled, about 1 1/2 hours.

Punch down dough and divide in half. Knead each piece on a floured board to shape into a smooth ball. To shape each loaf, flatten the ball into a round 9 inches in diameter. Fold the round slightly off-center so top edge is set back about 1 inch from bottom edge. Make 4 equally spaced cuts about 2/3 of the way through dough on curved side.

To bake in an adobe oven: place loaves well apart on a baking sheet covered evenly with cornmeal; cover lightly, and let rise in a warm place until doubled, about 1 hour. When the adobe oven temperature has cooled to about 350° with the door open, transfer loaves (one at a time) to a cornmeal-dusted bread paddle. Slip loaves onto the clean oven floor; set door in place. Check temperature in 5 minutes, and if it is about 400°, remove door until oven temperature drops to 350°, then close.

Continue baking until loaves are a rich golden brown, about 20 to 25 minutes longer. Serve warm or cool.

To bake in a conventional oven: place shaped loaves well apart on a greased baking sheet; cover lightly, and let rise until doubled, about 1 hour. Bake in a 375° oven until loaves are a rich golden brown, about 30 to 35 minutes. Serve warm or cool. Makes 2 large loaves.

PUEBLO OVEN

MATERIALS NEEDED:

28-gallon paper barrel or drum (split lengthwise)
(get from a lumberyard)
12 concrete blocks (6" x 8' x 16" each)
129 bricks
4" concrete wire (3' x 4')
chicken wire (3' x 4')
3 bags cement
mud
wooden paddle
wooden door

DIRECTIONS:

1. Arrange and level 12 concrete blocks (6 by 8 by 16 inches) in a 32 by 48-inch rectangle. Top with two layers of bricks (you'll need 96).

2. Cut drum in half; cut draft hole in drum end to fit 1-pound can; set drum on a wall of bricks stacked 3 high (this takes 33 more, for a total of 129 bricks). Shape over drum a 3 by 4-foot piece of 4-inch concrete wire; tuck excess under drum front. Mold same-sized piece of chicken wire over top and back of drum; cut out draft hole.

3. Fit can in draft hole, exposing 4 inches. Force blended mud (12 shovels mud with 4 shovels cement plus water) through wire onto drum. Make walls at least 4 inches thick. You need about 3 bags cement.

4. Put door (2 inches thick, with arched top and handle) in place and mold close-fitting oven opening. Remove door when mud firms slightly. Smooth surface by hand with a little water. Cover with wet cloths, plastic sheet to cure.

5. When mud has cured 4 or 5 days under wet cloths, uncover and paint with exterior latex.

TO PREPARE FOR COOKING:

1. Heat oven with blazing, well fed fire burning for 3 hours or until outside of oven is quite hot to touch.

2. Scoop out wood and put into fire-proof container, working quickly. Clear corners with a hoe. Have all equipment ready to use.

3. Sweep oven with a damp broom, then clean with slightly damp mop. Plug draft with wet rags. Work fast. Check temperature with oven thermometer.

4. Slip raised loaves from floured paddle onto oven floor; fill from front to back (back part is hottest). Set door in place.

*From Sunset magazine, August 1971.

LEGEND OF THE SINGING RICE

Once, many, many years ago, an emperor of China went on a long journey in disguise. Late one night, he stopped at a country inn and asked for food. The innkeeper had already served all of his dinners and expecting no more guests, had almost nothing left in his kitchen except for a crust of rice, which was left on the bottom of the rice pot, and one bowlful of soup. Being a hospitable man, the innkeeper wanted to do his best to please this unknown guest. He thought and thought and suddenly an idea came to him. He would add the element of sound to the taste and smell of his food and perhaps this would help make up for the small amount of food that he had left in his kitchen to serve his guest. So he took the golden-brown crust and heated it until it was very hot. He put it into his very best soup bowl and placed the bowl before the emperor. Then he poured the soup on top of the hot rice and from this came a lovely singing sound as the hot rice absorbed the soup. And this was the beginning of Singing Rice.

The emperor, of course, was so pleased that when he had finished eating, he told the innkeeper who he really was and took him back to his palace to become his royal chef.

HOW TO MAKE PERFECT RICE

Wash regular long grain rice in 4 to 6 changes of cold water until water runs clear.

Put rice in a pot and cover with water to one inch above rice.

Put tight fitting lid on pot and bring to a boil on high heat.
Turn heat to low and cook for 5 minutes and then turn down to very low for 10 minutes.

Keep lid on at all times - steam and vibrating lid will tell you when the rice is boiling.

HOW TO GROW BEAN SPROUTS

1. Buy mung beans at Asian food section of supermarket or at an Asian grocery store.

2. Soak about 1/4 cup of beans overnight in lukewarm water.

3. Rinse in cool water several times.

4. Place in one of these:

   - tin foil pan (with drainage holes) lined with cheesecloth

   - flower pot with screen to cover bottom

   - large jar (3 lb. peanut butter jar) placed on side with holes punched in lid.

5. Place container in sink and pour several cups of lukewarm water over the beans.

6. Put container on a tray and into a dark place.

7. Water at 4 to 6 hours intervals (no night feedings needed)

8. Ready in 3-5 days.

FORTUNE COOKIES
(18 cookies)

First, write fortunes on slips of paper 1/2" x 3".

1	cup flour	7	tablespoons salad oil
1/4	teaspoon salt	1/3	cup egg whites (2 or 3 eggs)
2	tablespoons cornstarch	3	tablespoons water
6	tablespoons sugar		tin foil

Sift flour, then measure 1 cup into a bowl. Stir in salt, cornstarch and sugar. Add oil and egg white and stir until smooth. Gradually stir in water until well blended. On a foil-covered cookie sheet, drop a level tablespoon of batter for each of 6 cookies. Use back of spoon to spread evenly in 4-inch circle. Bake in a 300°F oven for 20 minutes.

Remove one cooky at a time from the oven with a wide spatula and flip over onto a gloved hand. Hold fortune in center of cooky while you fold in half. Grasp ends of cooky and draw gently down over edge of pan to crease.

Fit cooky into muffin pan to hold shape as it finishes cooling.

(Return to oven for 1 minute if it starts to crack).

CHINESE ALMOND COOKIES

- 1 cup (1/2 lb.) lard
- 1 cup sugar
- 1/4 teaspoon almond extract
- Few drops of yellow food coloring (optional)
- 3 cups unsifted regular all-purpose flour
- About 36 whole blanched almonds
- 1 egg yolk
- 2 tablespoons water

Cream lard with sugar until fluffy, then blend in almond extract and enough food coloring to tint mixture a light yellow. Thoroughly mix in the flour 1 cup at a time; the last addition makes the mixture crumbly.

To shape each cooky, measure 1 level tablespoon of the dough and press with your hands to form a flat round cake about 1 3/4" in diameter. Place cookies on greased baking sheet, slightly apart (they do not spread). Gently press an almond in center of each cooky. Beat the egg yolk with water and brush the mixture over the tops of the cookies.

Bake in a very slow over (275°F) for 30 minutes, then increase heat to moderate (350°F) and bake 10 minutes more or until lightly browned. Carefully remove to wire racks to cool (hot cookies are very fragile). Store airtight. Makes about 3 dozen.

CHINESE ZODIAC

LEMON TAFFY

1 lemon

1/4 cup water

1/2 lb. sugar

Let water and sugar boil for at least 5 minutes. Squeeze lemon and add juice to water and sugar. Let mixture boil until color is golden brown. Remove from heat and allow to cool. When mixture is partly cool, pull it until color changes to light yellow. Place on a wet surface and cut into pieces.

MEXICAN CHOCOLATE

Mexican chocolate may be bought at any Mexican grocery. It comes in rounds, marked off in quarters. For each cup of heated milk, add one quarter. When dissolved, beat with a molinillo (or egg beater) until frothy.

If Mexican chocolate is not available, prepare hot chocolate by any recipe, using less cocoa than usual. Add 1/4 to 1/2 teaspoon of powdered cinnamon and beat until frothy.

Recipe from Latin American - Part 2

Pasadena Unified School District